

# Childminder Report

**Inspection date**

29 June 2015

Previous inspection date

5 October 2010

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|----------------------------------------------------------------------------------------|-------------------------|-------------|----------|
|                                                                                        | Previous inspection:    | Good        | 2        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good        | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good        | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good        | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

**This provision is good**

- The quality of teaching is consistently good. The childminder plans a varied educational programme, so that all children are gaining the skills needed for their next stage in learning and school.
- The childminder uses meaningful observations and precise assessments to identify children's next steps for learning. She differentiates activities to ensure children of all ages and abilities are effectively supported to make good progress.
- Children are happy and secure in this homely environment. The childminder forms strong relationships with children and parents. She knows the children and their individual routines well and responds to their needs effectively.
- Partnerships with parents are good. Parents are involved in their child's learning and are kept informed of their child's ongoing progress. This cohesive approach makes a strong contribution to children's care, learning and development.
- The childminder has a good understanding of her responsibilities to protect children from harm. She follows rigorous safeguarding procedures, and effectively manages risks in her home to promote children's safety and well-being.
- The childminder is well qualified. She has lots of experience of working with children and draws upon this to support her practice. She is proactive in updating her skills and knowledge through training and research. Consequently, children continually benefit from good quality care and education.

**It is not yet outstanding because:**

- The childminder has not yet fully explored all ways to further develop the outdoor area to provide more opportunities to maximise children's learning, when they choose to play outdoors.
- Children have fewer opportunities to develop some aspects of their early reading skills.

## What the setting needs to do to improve further

**To further improve the quality of the early years provision the provider should:**

- provide children with a rich and challenging outdoor learning environment to maximise their learning opportunities when they prefer to play outside
- provide more opportunities for children to develop their early reading skills to help them understand that print carries meaning.

## Inspection activities

- The inspector observed children engaged in a range of learning activities, play and daily care routines.
- The inspector observed children playing indoors and outdoors.
- The inspector looked at children's assessment records, planning and a range of other documentation.
- The inspector looked at and discussed the childminder's self-evaluation process.
- The inspector spoke to the childminder and children during the inspection.

## Inspector

Emma Daly

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder has a good understanding of the different ways children learn, and provides a good balance of adult-directed and child-initiated activities. She joins in with children's chosen play and interacts well with them. As a result, children are highly engaged and motivated to learn. Children develop their speaking and listening skills, because the childminder continually talks to them. She models language and makes good use of her questions. For example, as children play in the water play they are encouraged to think about how they can fill different size containers, while learning new words, such as empty and full. Children enjoy being creative. They proudly show off their work when they make marks using writing tools, such as, chalk, paint and pens. Children have independent access to a range of books and participate in stories. Therefore, they are developing some aspects of their early reading skills. However, they are less confident in recognising that print carries meaning, as there are fewer opportunities for them to see words written throughout the environment. The childminder promotes children's mathematical skills, as she encourages them to count and recognise numbers.

### **The contribution of the early years provision to the well-being of children is good**

Children are happy and secure in this safe, welcoming environment. The childminder places a strong focus on settling children in. She works closely with parents and gains detailed information, so that children are effectively supported from the outset. Children's behaviour is very good, because the childminder is an excellent role model. She sets out clear expectations and continually uses positive language to reinforce good behaviour. Children are encouraged to do things for themselves, so that they develop their independence ready for starting school. The childminder takes children on a range of trips and visits. Consequently, they develop their social skills, as they mix with other children and learn about the world around them. Children enjoy daily outdoor play where they develop their physical skills, make marks and play with water. However, children who prefer to play outdoors are not offered an extensive range of resources and equipment, in order to challenge their understanding and skills and extend their overall learning.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder has a very good understanding of the Early Years Foundation Stage. Detailed policies and procedures are meticulously maintained and shared with parents. The childminder continually reflects on her practice. She accurately identifies priorities for improvement, using feedback from children and parents. The childminder evaluates the educational programmes and monitors the progress children are making to ensure all children continue to make good progress. The childminder regularly meets up with other childminders to share ideas and best practice. She is passionate about providing children with high-quality experiences to help them grow and develop, and reach their full potential.

## Setting details

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY407160       |
| <b>Local authority</b>             | Birmingham     |
| <b>Inspection number</b>           | 850808         |
| <b>Type of provision</b>           | Childminder    |
| <b>Registration category</b>       | Childminder    |
| <b>Age range of children</b>       | 0 - 13         |
| <b>Total number of places</b>      | 6              |
| <b>Number of children on roll</b>  | 3              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | 5 October 2010 |
| <b>Telephone number</b>            |                |

The childminder was registered in 2010 and lives in the Small Heath area of Birmingham. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder has an early years qualification at level 3.

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