

Childminder Report

Inspection date

13 July 2016

Previous inspection date

15 September 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of the childminder's teaching is good. She uses her skills and knowledge of how children learn to inspire and motivate them and to help them make good progress in readiness for school. The childminder follows children's interests and encourages them to use their imagination and creative skills as they play.
- Children benefit from their time with the childminder and make good progress in their personal, social and emotional development. Children are very happy, confident and settled. They form extremely secure, warm and nurturing relationships with the childminder. This supports their emotional well-being effectively.
- Children's behaviour is good. The childminder is a positive role model who has clear expectations and speaks kindly and calmly to children. They learn how to use good manners and think about the needs of others in their play.
- Children's health and physical development are promoted very effectively. Children thoroughly enjoy playing outdoors in the well-equipped garden. They develop physical skills and confidence and they learn about the natural world. They know about the benefits of healthy eating and like to pick raspberries from the garden for snack time.
- The childminder monitors and evaluates her practice and identifies areas that work well and areas for improvement.

It is not yet outstanding because:

- Younger children are not always able to explore and investigate freely to extend their learning and enjoyment further because some of the resources they are interested in are not readily accessible to them.
- The programme of professional development is not focused sufficiently on raising the good quality of the provision further.

What the setting needs to do to improve further

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

- give younger children more opportunities to explore and investigate resources freely
- focus professional development more sharply on raising the overall quality of the provision further.

Inspection activities

- The inspector looked at areas of the premises that are used for childminding.
- The inspector observed teaching and learning activities and assessed the impact they have on the children's progress.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including evidence of the suitability of adults living on the premises and the childminder's qualifications. She looked at children's development records and a selection of policies and procedures. She spoke to the childminder about her plans for improvement.
- The inspector took account of parents' views detailed in references.

Inspector

Jackie Nation

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is very clear about her role in ensuring children's safety and welfare and the procedures to follow in the event of a concern. She is well qualified and undertakes relevant training. The childminder provides children with a safe and secure environment. Risk assessments are completed regularly to minimise any hazards to children. The childminder works closely with the other settings children attend. This creates a sense of continuity for children and their families. The childminder knows the learning needs of children well. She plans activities with their specific interests in mind, listens to their ideas and addresses any emerging gaps in their learning very successfully. Parents are pleased with the care their children receive in this family setting. They comment on how their children's confidence has blossomed in the childminder's care.

Quality of teaching, learning and assessment is good

Children benefit from the childminder's very good teaching strategies. The childminder's skilful questioning effectively promotes children's understanding and thinking skills. Children use the playhouse outdoors to create a range of imaginary play environments. The cafe proves to be a firm favourite where children pretend to cook toast and muffins and make drinks. The resources in the playhouse enable children to develop their literacy skills. They look at recipe books to find out which ingredients they need to bake a cake and use notebooks to take orders for food. Children learn about numbers and counting as they play and count the numbers of jumps they can achieve on the trampoline. Children enjoy activities that promote their creative skills, such as painting and drawing. They like to play in the sand, dress up and to listen to stories.

Personal development, behaviour and welfare are good

The childminder is very caring and nurturing towards children in her care. She listens with interest to what they have to say and is very attentive to their needs. The childminder takes children out on a range of trips and to local parks, the library and toddler groups. She uses these opportunities to help children to learn about the local community and develop their social skills and confidence. The childminder places a strong focus on getting to know children and their families from the outset. She spends time talking to parents about their child's needs and how well children are developing. The childminder also completes a family tree for each child. This helps her when she talks to children about their family and important people and events in their life.

Outcomes for children are good

Children are active learners and demonstrate a positive attitude to learning. They are confident, behave well and learn to be considerate and polite. Children learn about a wide range of festivals and celebrations throughout the year and this helps them to understand about the wider world. All children develop good literacy and mathematical skills and make good progress in readiness for their future learning when they start nursery or school.

Setting details

Unique reference number	EY422842
Local authority	Dudley
Inspection number	850122
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 3
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	15 September 2011
Telephone number	

The childminder was registered in 2011 and lives in Netherton, near Dudley. She operates her provision all year round from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is a qualified teacher.

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