

Childminder Report

Inspection date

18 August 2015

Previous inspection date

2 April 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has a thorough understanding of how children learn through play. She uses good and effective teaching techniques and has a good knowledge of children's individual needs and interests to provide a wide variety of engaging activities. Children make good progress in their learning in readiness for school.
- Children are excited and enthusiastic early learners. The good level of care and concern shown by the childminder nurtures children's love of learning through play effectively.
- Children are happy and form close bonds with the childminder. This is because they receive warm and affectionate care from this attentive childminder. This helps children feel safe, secure and have a strong sense of belonging.
- Partnerships with parents and other early years providers are good. This makes a strong contribution to meeting children's needs.
- The childminder places a high priority on promoting children's ongoing safety and welfare. She has a good understanding of the procedures to follow in the event of a concern about a child in her care.
- The childminder is motivated and committed to professional development. She undertakes training and has good systems in place for reflecting on her practice, and has a clear vision for improvement and continuous development.

It is not yet outstanding because:

- The childminder does not ask parents for a wide enough range of information about children's existing skills and knowledge when they first start.
- The childminder provides fewer opportunities for children to fully extend their understanding of diversity and learn about the similarities and differences between themselves and others.

What the setting needs to do to improve further

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

- establish even firmer starting points for children's learning by seeking precise, detailed information from parents about their child's prior learning and development when they first begin to attend
- improve opportunities for children to learn about diversity and the wider society in which they live.

Inspection activities

- The inspector looked at areas of the premises that are used for childminding.
- The inspector jointly observed and discussed the teaching and learning activities provided with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including evidence of the suitability of adults living on the premises, the childminder's qualifications, children's development records and a selection of policies and procedures.
- The inspector looked at the childminder's self-evaluation form and talked to the childminder about her plans for improvement.
- The inspector took account of parents' views provided in recent questionnaires.

Inspector

Jacqueline Nation

Inspection findings

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

Children benefit from their time with the childminder because she provides them with a homely and stimulating environment in which they can play and learn. Children develop good communication and language skills. They are articulate and confident during their play and interactions with the childminder. This is because the childminder constantly uses open questions to extend their vocabulary and thinking. Children develop good mathematical skills and older children count with confidence. They recognise significant numbers in a number line, such as their own age, and are beginning to use language to describe position and size. While manipulating play dough, they talk about big and long shapes and the trains that go over and under the bridge. All children develop a love of books; older children especially enjoy looking at non-fiction books and share their expertise with the childminder as they talk about dinosaurs. Regular observations of children capture their achievements and the childminder uses this information to identify their next steps in learning. This information is shared regularly with parents and helps them to be involved in their learning at home. The childminder gathers some information from parents when children start. However, she does not ask them enough about what their children already know and can do to provide her with extremely precise starting points for children's future learning.

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

The childminder provides a lovely, caring environment where children confidently make themselves at home and share their views. Children's well-being, health and physical development are promoted successfully. They enjoy healthy snacks and meals and good opportunities to spend time in the garden. Children's behaviour is very good and they begin to learn about sharing and work together as a team to tidy away the toys. Children benefit from regular outings in the local area; they visit the library, local parks and soft-play centres. This helps to develop their social skills and confidence. Children learn about how to keep themselves safe within the home and the childminder talks to them about road safety on outings. The childminder supports children to learn about some aspects of the world around them. However, opportunities to help children learn about positive attitudes to diversity and recognise their own differences and similarities are not fully embraced. Good arrangements support children when they move on to their next phase in learning, as successful links with local pre-schools and schools are in place.

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

The childminder has a secure knowledge of the legal requirements and how to keep children safe. She continually reflects on the quality of teaching and learning and keeps a close check on children's progress and shares this with parents. This ensures that any gaps in children's learning are quickly identified and planned for. The childminder recognises the value of training and how this helps to improve her provision to promote good outcomes for children. Parents speak very positively about the care provided.

Setting details

Unique reference number	EY434464
Local authority	Dudley
Inspection number	853535
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	2 April 2012
Telephone number	

The childminder was registered in 2011 and lives in Brierley Hill, Dudley. The childminder operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays.

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