

Childminder report

Inspection date	20 February 2019
Previous inspection date	10 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Children are very settled and their emotional well-being is supported well. They develop close attachments with the childminder and look to her for emotional support when needed. Children show that they feel safe and secure in the childminder's home. They welcome visitors and interact with them. Children are familiar with routines, such as mealtimes.
- The childminder maintains good relationships with parents from the start. She shares daily information with parents about their child's care and well-being.
- The childminder creates a welcoming and stimulating learning environment. She helps children to be active and motivated learners. Children initiate their own play and follow their own interests.
- Children have lots of opportunities to learn about the world and explore the local community. The childminder takes children on different outings where they mix with children and adults from different backgrounds. This helps to extend children's social skills and develop their positive attitudes towards others.
- The childminder regularly checks the environments that children use. She removes or minimises any hazards to children to maintain their safety.
- The childminder helps children to develop skills in readiness for school. She encourages children to become independent and helps to build on their confidence for future learning.
- The childminder does not make the most of all opportunities to focus on helping children to explore ideas fully and make links in their learning.
- The childminder does not sharply focus professional development opportunities and self-evaluation to enhance her knowledge and raise her teaching to the highest level.

What the setting needs to do to improve further

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

- enhance the focus of teaching on helping children to think critically, explore their own ideas and make links in their learning and experiences
- make full use of professional development opportunities and self-evaluation to raise the quality of teaching to the highest level.

Inspection activities

- The inspector had a tour of the premises with the childminder. She observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector checked evidence of the suitability of all household members, looked at a range of documentation and discussed the childminder's self-evaluation.
- The inspector observed and evaluated a learning activity with the childminder.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has attended child protection training and knows the procedures to follow to help protect children from harm. The childminder has a secure understanding of wider safeguarding matters, such as protecting children from extreme views. Policies and procedures underpin the good management of her provision. The childminder checks the identification of visitors and supervises children while in her care. Children play and learn in a safe environment. The childminder regularly observes and monitors children's development. She uses her ongoing assessments to identify and narrow any gaps in the progress they make. The childminder shares this information with parents and with other early years settings to help ensure a consistent approach in children's learning. The childminder regularly meets with other childminders. This helps her to keep up to date with changes in legislation and improve outcomes for children. She seeks views from parents and implements any suggestions that they make. Parents say that they are very pleased with the service that they receive.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children play, learn and develop. She plans activities that match children's interests and preferences. Children have access to a wide range of toys and resources. For example, they enjoy making marks and listening to the childminder read. The childminder listens to children, models rich language and links words and actions to further develop their vocabulary. Children follow instructions well and show that they understand. For example, during a role-play activity, they count, recognise shapes and use mathematical language well. The childminder's involvement helps children to persevere and develop their concentration skills.

Personal development, behaviour and welfare are good

Children are happy and have lots of fun. The childminder frequently praises children for their efforts and achievements, which helps to nurture their confidence and self-esteem. Children's behaviour is good. They learn to take turns, play together cooperatively and use good manners. The childminder promotes children's good health effectively. Children are encouraged to follow good hygiene practices, such as washing their hands. They have regular opportunities to be physically active, for example, as they play in the childminder's garden and visit local play areas. Children enjoy healthy meals and snacks, which include an array of different fruits.

Outcomes for children are good

Children make expected progress from their starting points in readiness for their eventual move to school. They are confident and eager to explore and try new skills. Children are sociable and have built strong friendships with other children. They are creative and enjoy dressing up as they put on different costumes independently. Children share their views, communicate their needs effectively and engage well in their play.

Setting details

Unique reference number	EY439301
Local authority	Solihull
Inspection number	10071935
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 July 2015

The childminder registered in 2011 and lives in Birmingham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

