

Childminder Report

Inspection date

3 October 2017

Previous inspection date

20 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 childminder establishes clear starting points from which to build on children's learning. She measures their progress accurately and reviews this regularly. Children make very good progress and are well prepared for the next stages in their learning.
- There is a strong partnership with parents. The childminder exchanges information with them about their children's progress and care needs. She gathers valuable information about what children can do before they start.
- Children settle quickly and are secure in the homely environment. The childminder meets all their needs well and provides them with healthy meals and snacks. The childminder praises and encourages children; they develop confidence and good self-esteem. Children have daily outdoor play and develop their physical skills well.
- The childminder reflects on her practice well and evaluates her teaching and planning. She works effectively with other early years professionals to share ideas and good practice.

It is not yet outstanding because:

- The childminder does not consistently provide enough opportunities for children to explore and investigate the natural world to increase their knowledge and understanding even further.
- Although the childminder maintains her professional development well, at times she does not target this more specifically to help her provide outstanding outcomes for children's learning.

What the setting needs to do to improve further

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

- extend opportunities for children to explore and experiment in the natural world to further develop their knowledge and understanding in this area.
- target staff professional development more specifically, to help provide outstanding learning outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of how to identify or report a concern about a child's welfare or to respond to an allegation against herself. She implements rigorous policies and procedures to help protect children and she supervises them vigilantly at all times. The childminder monitors children's progress well. She identifies any gaps in their learning and plans ways in which to close these quickly. The childminder is well motivated to make ongoing improvements to her provision and all children's learning experiences.

Quality of teaching, learning and assessment is good

The childminder plans focused next steps for children. She successfully involves parents in supporting their children's learning at home to help contribute to their progress. She encourages them to share what children achieve at home and what their interests are, to help her plan effectively for each child. The childminder develops children's language and communication skills very well. For example, she encourages them to repeat words and to name the animals they know in a game. The childminder helps children to understand the meaning of words, such as, 'in' and 'out', as they place items in bags and boxes, and take them out again. She helps children to count the items as they put them away. The childminder encourages children to choose which songs they would like to sing, as they relate these to the toys they pull from a bag. For example, they choose the toy bus if they want to sing 'The wheels on the bus'. Children move their bodies excitedly as they join in with some of the actions.

Personal development, behaviour and welfare are good

Children behave very well and are learning to share and take turns as they play. For example, the childminder tells them whose turn it is to take a toy animal out of a large cube and asks them to pass it to another child if they want to see it. The childminder places high priority on children's well-being. She is aware of their needs, such as when they need to sleep or need their nappies changing. The childminder encourages children to manage their food by themselves, which they do well. She encourages less-confident children to repeat more words and to join in with activities. The childminder prepares children well for their moves to nursery and school. She helps them to learn good social skills, for example, through attending playgroups.

Outcomes for children are good

Children learn to be independent in their self-care, including putting on their shoes and coats to play outside. They gain confidence as they learn to walk, and to use a small slide and trampoline outdoors. Children enjoy exploring different textures and the sounds of everyday items in a basket. They say, 'Hat,' as they put bowls on their heads, making a connection between familiar objects. Children are very engaged and enthusiastic in their play. They enjoy the different sounds metal and wooden spoons make on plastic and wood. They show that they understand instructions, such as when the childminder suggests that they bang wooden rings together, which the children then do.

Setting details

Unique reference number	EY448221
Local authority	Birmingham
Inspection number	1065963
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	5
Number of children on roll	2
Name of registered person	
Date of previous inspection	20 February 2013
Telephone number	

The childminder registered in 2012 and lives in Birmingham. She operates from 6.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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