

Childminder report

Inspection date	11 December 2018
Previous inspection date	21 April 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

- The childminder knows how children learn. She provides stimulating and interesting resources and activities that children can choose from. Children make good progress in their learning and development.
- The childminder is kind, caring and affectionate. She knows the children well. She gains vital information from parents from the outset to help children settle quickly in their new environment. Children look to her for reassurance and she responds positively to their needs. Their emotional well-being is well supported.
- Children have good opportunities to learn about the world and to explore the local community. For example, they regularly go to community groups where they mix with other children and adults from different backgrounds. This helps to extend their social skills and develop positive attitudes towards others.
- The childminder's home is well maintained. She checks all areas of the premises that children have access to and removes any hazards. Children play and learn in a safe environment.
- The childminder's professional development is not focused sharply enough to raise the quality of teaching to the highest level.
- The childminder does not consistently use her self-evaluation effectively to identify and drive improvements to raise the quality of her provision 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:

- sharpen the focus on professional development opportunities even further and raise the quality of teaching to the highest level
- strengthen the self-evaluation process to identify areas for improvement to raise the quality of the overall provision to the highest possible levels.

Inspection activities

- The inspector had a tour of the premises with the childminder. The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector looked at a range of documents and checked the suitability of all adults living and working in the premises.
- The inspector took account of the views of parents expressed in written correspondence.
- The inspector discussed a joint evaluation of an activity.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder knows how to identify signs that may indicate that a child is at risk of harm. She knows how to report any concerns she has about children's welfare. She understands wider safeguarding issues, such as situations where children may be exposed to extreme views or behaviours. The childminder follows her policies to ensure the smooth running of the setting and to promote children's welfare. The childminder checks the progress children make to help ensure that they continue to develop well. She completes the required assessment of children's learning between the ages of two and three years. She regularly shares information with parents about children's capabilities. Parents value the good two-way communication that they have with the childminder and the progress that children make in her care. The childminder meets with other childminders to keep up to date with the changes in legislation and guidance. This helps her to improve outcomes for children.

Quality of teaching, learning and assessment is good

The childminder knows the children well and supports their learning and development effectively. She follows children's interests and preferences to encourage them to 'have a go' and to develop their ideas. The childminder talks to children, listens to them attentively and asks appropriate questions to motivate them to learn. For example, the childminder encourages children to build constructions with wooden blocks. She models a rich variety of vocabulary for them to hear. The childminder builds on children's mathematical development effectively. For instance, she uses positional language, such as 'top' and 'bottom', and encourages them to count.

Personal development, behaviour and welfare are good

The childminder welcomes children into her homely environment. Children's physical and emotional needs are met effectively. The childminder gets to know children very well before they start at the setting. For example, she offers settling-in sessions and implements children's care needs and routines, which help support their emotional well-being. Children learn that their views are of value and important. For instance, the childminder gives them choices during activities. Children demonstrate that they feel safe and secure in her company. The childminder frequently praises children's efforts and achievements, which helps to nurture their confidence and self-esteem. Children have daily opportunities to be physically active, for example, as they run around in the childminder's garden. The childminder takes children on visits in the local community. She plans these outings effectively to help keep children safe.

Outcomes for children are good

Children are emotionally very secure. They have built positive friendships with other children and talk about them during play. Children develop good communication and language skills. They communicate their needs and wants freely. They make marks in different ways, such as painting and colouring. Children make progress which is typical for their age and any gaps in development are consistently closing.

Setting details

Unique reference number	EY459527
Local authority	Solihull
Inspection number	10071246
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 April 2015

The childminder registered in 2013. She operates all year round, from 7.30am to 5.30pm from Monday to Friday, except for bank holidays and family holidays.

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