

Childminder Report

Inspection date

Previous inspection date

7 September 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 and her assistant know and understand how children learn. They work very well together as a coordinated team. Children benefit from the childminder's and her assistant's good range of teaching skills. This helps to motivate children to learn through play.
- Children are at the centre of the childminder's and her assistant's practice. The childminder and her assistant are highly motivated and committed to their work with children. Effective systems are in place to monitor the service they provide. They regularly reflect on practice. This helps them to prioritise improvements and constantly improve outcomes for children.
- The childminder successfully engages parents in her practice. They are able to actively contribute to initial assessments and regularly check their children's progress. This results in a shared approach to children's care, learning and development.
- Children develop close relationships with the childminder and her assistant. They create many opportunities for meaningful interactions, helping to reinforce children's sense of belonging, building their self-confidence and boosting their emotional well-being.
- Children confidently explore the space available to them. Toys are well organised and imaginatively displayed. All children are curious and make choices about what they want to play with. This helps them to develop their skills in purposeful and developmentally appropriate play.

It is not yet outstanding because:

- The childminder, sometimes, overlooks opportunities to promote children's mathematical development during activities and experiences.

What the setting needs to do to improve further

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

- enhance opportunities to help children to develop their understanding of number and quantities.

Inspection activities

- The inspector discussed children's learning with the childminder following the observation of an activity.
- The inspector held discussions with the childminder and her assistant at appropriate times during the inspection.
- The inspector viewed all areas of the home used for childminding and observed activities, speaking to children at appropriate times while they played.
- The inspector looked at children's assessment records and a range of other documentation, including policies and procedures.
- The inspector looked at evidence of self-evaluation and took into account the views of parents spoken to on the day of the inspection and provided in writing.
- The inspector checked evidence of the childminder's qualifications and the suitability of adults living and working on the premises.

Inspector

Kim Barker

Inspection findings

Effectiveness of the leadership and management is good

The childminder has high expectations of what each child can achieve in their learning and development. She has developed systems to monitor the quality of teaching for herself and her assistant. Supervision sessions are used to discuss how they can enhance experiences offered to children. The childminder identifies her training needs and those of her assistant. They attend regulatory and additional training and engage with other local professionals to improve their knowledge and teaching skills. The arrangements for safeguarding are effective. The childminder and her assistant know how to keep children safe. They are familiar with local safeguarding procedures and know how to identify and report any concerns about children. There are established links with local schools and nurseries to promote consistency and complement care and learning.

Quality of teaching, learning and assessment is good

The childminder and her assistant reflect on children's interests to creatively provide imaginative activities and experiences. They observe, assess and monitor children's progress effectively. There are systems in place to monitor the educational programme. This ensures there is an equal focus on all areas of learning. The childminder and her assistant are highly skilled in incorporating the next steps for individual children's learning as they play and learn together. Children grow in confidence and ability as they develop their own ideas for doing things and begin to solve their own problems. The childminder and her assistant model language to sustain children's interest and promote their speaking and listening skills. The childminder chats to children as they draw. This helps toddlers to make sense of their actions. Children describe what they have drawn. They are able to recognise and are beginning to write familiar letters in their own name.

Personal development, behaviour and welfare are good

Children are familiar with the established daily routines and expectations. The childminder and her assistant are good role models. They encourage children to help out with small tasks and tidy up before moving on to the next activity. Children develop self-care skills and an understanding of the childminder's rules and how to follow them. Children of all ages play cooperatively alongside each other. They learn to share and take turns. The rich environment and the resources are organised to provide good levels of challenge during children's incidental play. Children play out first-hand experiences in their imaginative play. They learn about similarities and differences between themselves and others.

Outcomes for children are good

The impact of the childminder's and her assistant's skills means that children make good progress in their learning. This includes children who receive funded early education. The childminder takes time to find out what they already know and can do when they first start in the setting. This helps her to plan effectively how she can help them to learn even more. The childminder's dedication and obvious enjoyment ensure that children feel secure and happy in her company. They become confident and motivated learners and actively develop the skills they need for future learning.

Setting details

Unique reference number	EY480014
Local authority	Sandwell
Inspection number	996844
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	12
Number of children on roll	15
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014. She lives in Oldbury and works with an assistant. She operates term time only from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two- and three-year-old children.

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