

# Childminder Report

<b>Inspection date</b>	5 June 2018
Previous inspection date	31 March 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children thrive in this warm and welcoming environment. The childminder and her assistant are kind, caring and friendly. The childminder supports children's emotional security well. Children form very close bonds with the childminder, her assistant and other children.
- The childminder knows children well. She assesses their ongoing development and uses the information to plan what children need to learn next. Children make good progress in their learning.
- The childminder encourages children to take responsibility in managing their own self-care needs and extends their independence well.
- Partnerships with parents are strong. The childminder shares detailed information with parents regularly. Parents are very complimentary about the service provided.
- The childminder has formed strong partnerships with staff at other settings children attend. This helps to provide consistency in children's care and learning.

### It is not yet outstanding because:

- The childminder's programme for professional development does not sharply focus on her acquiring a broad range of skills and knowledge to help her to achieve teaching of the highest quality.
- On occasions, younger children are not fully engaged in planned activities because the activities are too complex for them.

## What the setting needs to do to improve further

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

- focus professional development on strengthening the quality of teaching and building an expert knowledge of how children learn
- review the planning of adult-led activities for children of mixed ages, in order to fully engage all children in play and learning.

### Inspection activities

- The inspector observed the quality of teaching in the childminder's home and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation and checked evidence of the suitability of the childminder and members of the home.
- The inspector took into account the views of parents through their comments and written views.

### Inspector

Trisha Turney

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder regularly evaluates her provision and practice, together with her co-childminder and assistant. They gain the views of parents through feedback and questionnaires. As a result, the childminder makes positive changes to the provision to improve learning outcomes for children. The childminder provides effective supervision and support for her assistant. For example, she ensures her assistant has completed mandatory first-aid and safeguarding training. This helps to develop her assistant's skills and knowledge to carry out her role effectively. Safeguarding is effective. The childminder and her assistant have a good understanding of what might give cause for concern about a child's welfare and know how to refer any concerns to the relevant agencies. The childminder has a good overview of the progress children make in their learning. This means she is able to identify and target areas where children need extra support.

### Quality of teaching, learning and assessment is good

The well-qualified childminder is knowledgeable about child development. She uses her observations of children's play to plan a range of activities that enhances their learning. The childminder promotes children's speaking skills well. For example, she joins children as they build train tracks. She asks them about the trains and this leads on to further conversations about holidays and travel. Children excitedly tell her about trips they have been on and how they travelled. The childminder promotes children's literacy skills well. She reads to children and engages them in stories. She encourages older children to recognise the letters in their name and learn about the sounds they represent.

### Personal development, behaviour and welfare are good

The childminder and her assistant are warm and attentive. They create a welcoming, homely environment in which children settle well. The childminder encourages children to share and take turns with resources. Children behave well. The childminder promotes healthy lifestyles well. She liaises with parents about children's care, specifically their dietary and health needs, and she encourages children to eat a variety of nutritious food. Children are calm and relaxed. They have healthy routines, such as daily fresh air and exercise. The childminder makes full use of her inviting garden to extend children's physical skills. For example, children relish exploration of the 'mud kitchen', playing with balls and enjoy water-based activities.

### Outcomes for children are good

Children are keen and active learners. Younger children enjoy individual attention during their play and exploration. Children develop the confidence and control to use slides and climbing apparatus independently outdoors. Children learn how to count and use numbers in their play. Older children show high levels of independence as they dress themselves and use the toilet independently. Children are well prepared for the next stage of their education, including the move on to school.

## Setting details

<b>Unique reference number</b>	EY461893
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	1087465
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	31 March 2014
<b>Telephone number</b>	

The childminder registered in 2013. She works with a co-childminder and an assistant. The childminder operates from 7am to 6pm from Monday to Friday, except for bank holidays and family holidays. Funded early education is provided for two-, three- and four-year-old children. The childminder holds a relevant childcare qualification at level 3.

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