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| Inspection date | 22 January 2015 |
| Previous inspection date | 27 August 2014 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|-------------------------|-------------|----------|
| | Previous inspection: | Inadequate | 4 |
| How well the early years provision meets the needs of the range of children who attend | | Good | 2 |
| The contribution of the early years provision to the well-being of children | | Good | 2 |
| The effectiveness of the leadership and management of the early years provision | | Good | 2 |
| The setting meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Children are happy, confident and relaxed in the childminder's care. This is because she provides a caring environment where children follow familiar routines and are encouraged to talk about their home life.
- Children's learning is effectively promoted as they engage in a wide range of activities that include their current interests. The childminder monitors their development and accurately identifies their next steps in learning. Consequently, children make good progress.
- Children are protected from harm because the childminder has a secure understanding of her role and responsibility to safeguard children. Furthermore, good measures are in place to minimise hazards to children.
- The childminder has secure understanding of how to promote healthy lifestyles. Children have a good range of nutritious meals and snacks and learn the importance of following sensible hygiene routines.

It is not yet outstanding because:

- The childminder does not consistently share information with other early years providers to fully promote a shared approach to support children's ongoing learning and development.
- The childminder has not considered the use of labels and captions in the environment to further extend opportunities for children to explore letters and sounds.

What the setting needs to do to improve further

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

- extend children's understanding of letters and sounds through the use of labels and captions in the learning environment
- extend relationships with other early years settings to strengthen partnership working, so children benefit from a shared approach to their learning and development.

Inspection activities

- The inspector observed activities taking place in the playroom, living room and kitchen.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector viewed the areas of the premises and garden used for childminding.
- The inspector took into account the written views of a parents.
- The inspector looked at children's observation and assessment records, the register of attendance and children's records.
- The inspector checked evidence of suitability of all members of the household, the childminder's qualifications and her self-evaluation and improvement plan.

Inspector

Hazel White

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder takes account of the initial information from parents regarding children's individual needs, preferences and abilities. She uses observations and assessments of children's progress to identify the next steps in their learning. This information informs future planning and is regularly shared with parents so they can support children's learning at home. Resources are well organised and easily accessible to enable children to make independent choices. Children enjoy sensory play; they skilfully use scoops to pour sand and dried pasta into bottles. The childminder's effective questioning extends children's vocabulary. Consequently, children become good communicators, developing skills for their future learning and for starting school. Children have access to pencils and crayons and learn to form and write the letters of their name. However, their understanding of letters and sounds is not fully extended because they do not see labels and captions in the environment.

The contribution of the early years provision to the well-being of children is good

Children settle well because the childminder takes time to talk to each child throughout the day. She obtains information from parents about likes, dislikes and children's routines. Consequently, children quickly gain a sense of belonging. The childminder teaches children the importance of sharing and having good manners. Children are very responsive to words of praise and encouragement; consequently they behave well. Good self-care skills are encouraged. Children learn how to put their shoes on correctly and to use cutlery competently. The childminder provides healthy meals and snacks that take into account children's dietary needs. Children develop their physical skills and have plenty of fresh air; they walk in the park and enjoy daily activities in the garden. The childminder attends local groups so children can mix with others and develop confidence and independence in situations away from her home. Her assistant takes young children to collect others from school, and this helps them become familiar with school routines.

The effectiveness of the leadership and management of the early years provision is good

The childminder has good understanding of her responsibility to safeguard children and protect them from harm. She successfully identifies and minimises all hazards, which ensures children are cared for in a safe and secure environment. The childminder is committed to improving the good quality of her practice, and that of her assistant, through effective monitoring and evaluation. Actions raised at the previous inspection are met. The childminder welcomes the support of the local authority and networks with other childminder's to share good practice. This results in children receiving good-quality care and teaching. The childminder has strong bonds with parents, providing clear information through discussion and her policies. They comment positively on the service they receive. The childminder is beginning to liaise with other early years providers to support children's care and learning. However, this shared approach is not fully embedded in her practice to maximise children's learning.

Setting details

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| Unique reference number | 504764 |
| Local authority | Coventry |
| Inspection number | 989523 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 12 |
| Number of children on roll | 6 |
| Name of provider | |
| Date of previous inspection | 27 August 2014 |
| Telephone number | |

The childminder was registered in 1994 and lives in Coventry. The childminder's husband is her assistant. His sole role is to occasionally take children to, and collect children from local schools and pre-schools. The childminder operates all year round, all day Wednesday to Friday, 6.30am to 6pm, except for bank holidays and family holidays. She has an early years qualification at level 3.

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Piccadilly Gate
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M1 2WD

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