

Inspection date	6 March 2015
Previous inspection date	20 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The childminder provides a well-organised environment which encourages children to explore and make independent choices to support their play and learning.
- Children's personal, social and emotional development is well supported. They are content and comfortable, display a strong sense of belonging and form positive relationships with the childminder and her family.
- The childminder carries out the progress check on children between the ages of two and three years and provides parents with a well-written summary of the check. This helps to identify any additional support that might be needed to ensure all children reach their full potential.
- The childminder shows a good commitment to improving her own knowledge, expertise and her teaching. She attends training courses and works closely with the local authority advisor to ensure she is current with any new developments in childcare.
- Daily discussions ensure that parents are kept well informed about their children's next steps in learning and the progress they make. The childminder also shares her ideas for play so that parents can contribute to their children's learning at home.

It is not yet outstanding because:

- Existing partnerships with other early years providers are not sufficiently developed so that the childminder can complement children's learning to fully maximise the progress they make.
- The childminder does not consistently provide learning opportunities that introduce children to differences and similarities in each other. As a result, their understanding of the wider world is not fully optimised.

What the setting needs to do to improve further

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

- strengthen partnership working by ensuring there are good communication links with other early years settings, so that children fully benefit from a shared understanding and common approach to complementing and supporting their progress
- extend opportunities to help children to see similarities and differences in each other by, for example using photographs, sharing experiences, discussing and using resources which positively reflect diversity.

Inspection activities

- The inspector observed activities taking place in the play room and living room.
- 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 account of the views of parents spoken to on the day.
- 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

Children are eager to learn and motivated by the childminder to try things for themselves. They work out how to grade wooden rings, persevering until they have the largest ring at the bottom and smallest at the top. Children develop their mathematical skills, counting how many rings they have in total. The childminder ensures that the challenge is appropriate for each child's age and stage of development. More able children create intricate paintings using brushes, while young children have great fun using sponges loaded with paint to make patterns. This good quality teaching ensures children are well prepared for the next stage in their learning, including school. Information about children's starting points is gathered from parents and the childminder observes children at play. This information is effectively used to monitor their progress and plan a good variety of activities that include the children's interests. However, there is capacity to extend learning opportunities to further enhance children's understanding of the similarities and differences in themselves and others.

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

The childminder gathers information from parents so that she has a clear understanding of the children's routines, abilities and preferences. Consequently, children quickly settle and develop warm and caring relationships with her. Children understand the need for simple rules, such as sharing, and respond well to the childminder's encouragement to do this. They are very responsive when their good behaviour is acknowledged by praise. Children are regularly reminded about playing safely and the implications of their actions on others, such as if they do not pick toys up when they drop on to the floor. Their good health is promoted because the childminder explains to children why this is important and provides healthy food and encourages them to be active. Children enjoy regular trips to the park where they run, play on swings and climb frames. This develops their balance and coordination skills. Children learn to become self-sufficient as they pour their drinks and change their shoes as they go in and outside.

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

Children are safeguarded well as the childminder has a clear understanding of her role in protecting them from possible abuse or neglect and how to report any concerns. Children play safely in a well-maintained environment because potential hazards are minimised. The childminder has an effective partnership with parents where information is shared regularly. She is making some links with other early years settings although information sharing is not wholly established to fully promote continuity in children's care and learning. The childminder is committed to continuing her professional development, attending many short courses. This positively impacts upon her teaching and the quality service that she provides. The childminder reflects on her own practice and has identified her own priorities for improvement. The views of parents are incorporated so that changes take full account of their needs.

Setting details

Unique reference number	EY411101
Local authority	Coventry
Inspection number	851156
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	20 October 2011
Telephone number	

The childminder was registered in 2010 and lives in Coventry. She operates all year round from 8am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She receives funding for free early education for three- and four-year-old children.

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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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