

<b>Inspection date</b>	10 March 2015
Previous inspection date	30 March 2011

<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
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder consistently offers good support and activities for children who are at different stages of development. Consequently, children are challenged effectively and make good progress.
- Children's personal, social and emotional development is promoted well by the childminder. Consequently, children are happy, settled and secure and the relationship between the childminder and the children is very good.
- The childminder is successful in inspiring children's interest in the natural world. They enjoy searching for 'mini beasts' in the garden and they are interested in the birds that are visiting their feeder.
- The childminder ensures that she works effectively with parents to meet children's individual needs. Parents share what they know about their children and the childminder keeps them informed about their children's achievements and progress.
- Children's manipulative skills are developing well. The childminder supports this by providing a good variety of toys and tools, such as scissors, that challenge them effectively.
- The childminder successfully identifies and minimises risks in her home and garden. Children are safeguarded because the childminder is aware of her responsibilities to supervise them and protect them from abuse and neglect.

### It is not yet outstanding because:

- The childminder does not always maximise assistance for children who have difficulty in pronouncing some words.
- The childminder does not maximise children's literacy development by inspiring them to write for a range of purposes.

## What the setting needs to do to improve further

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

- extend support for children who find that some words are difficult to say, for example, by repeating what they say in the correct way
- offer children a greater variety of opportunities to develop pencil control, for example, by including writing in different role play situations.

### Inspection activities

- The inspector observed activities as children played in ground floor play areas and outside.
- The inspector looked at a selection of children's records, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at the childminder's training certificates and checked evidence of the suitability of all adults in the household.

### Inspector

Jan Burnet

## Inspection findings

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

The childminder supports children effectively so that they make good progress in readiness for school. Children gain good manipulative skills and they are beginning to use a thumb and two fingers to grip writing materials. The childminder ensures that chalks and crayons are always available, but children do not generally choose to use them. She has not fully considered different ways to inspire children to want to do so, for example, by encouraging them to write their own lists for their shopping trips or for a role play shop. Children enjoy chatting with the childminder, and teaching to promote speaking skills is generally good. For example, the childminder asks children open ended questions and gives them time to think about what they want to say. She is able to understand what children say as they begin to construct sentences. However, children do not pronounce some words correctly. The childminder does not fully promote their speaking skills by repeating what they say back to them with correct pronunciation. Children make good progress in their mathematical development. They count while they play and spontaneously use mathematical language.

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

Children play in a warm and welcoming environment. Their emotional security is given a high priority by the childminder, and relationships with children and their parents are strong. Children's good health is promoted well. The childminder uses her garden effectively for outdoor learning throughout the year. Children explore the natural world, develop skills with the use of large physical play equipment, and can choose to play with a full range of different resources. The childminder enhances children's learning by arranging trips to places of interest, such as a farm. The childminder supports children's independence well. They manage their self-care needs and confidently choose resources for themselves. Children behave well. They play cooperatively and the childminder boosts their self-confidence by praising their efforts and achievements.

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

The childminder's home is safe and secure and she is aware of her responsibilities to supervise children and protect them from harm. Necessary suitability checks for family members have been completed. The childminder is successful in obtaining information about each child's individual needs from parents and in agreeing with them how they can work together to meet these needs. The childminder reviews her provision in order to improve. Children's welfare is addressed effectively because the childminder keeps her first-aid knowledge up to date. She accesses online training workshops for ideas on how to extend children's sensory play experiences. Good practice ideas are shared between herself and local childminders. A current priority is to ensure that she is fully aware of the 2014 Special Educational Needs and Disability code of practice document.

## Setting details

<b>Unique reference number</b>	EY338478
<b>Local authority</b>	Coventry
<b>Inspection number</b>	981698
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of provider</b>	
<b>Date of previous inspection</b>	30 March 2011
<b>Telephone number</b>	

The childminder was registered in 2007. She lives in Coventry. The childminder operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

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Piccadilly Gate  
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