

Inspection date	24 March 2015
Previous inspection date	10 February 2010

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 uses her knowledge, skills and experience effectively to ensure that children are consistently challenged to reach the next stage in their development.
- Children's social and emotional needs are well met by the childminder. Relationships are very good and children are confident learners.
- The partnerships with parents and other early years providers are effective with regard to sharing information. This aids the childminder in meeting children's care and learning needs successfully.
- The childminder's practice with regard to safeguarding children and promoting their good health is robust. She identifies and successfully minimises potential risks. She is aware of her responsibilities to protect children from abuse and neglect.
- Children speak clearly and confidently. The childminder supports their critical thinking effectively because she gives them time to put their thoughts into words during conversations and when she asks them questions.
- Children's mathematical learning is extended well by the childminder as part of daily routines. Children use mathematical language while they play.

It is not yet outstanding because:

- The childminder does not maximise opportunities to teach children that information can be obtained from books and computers.
- The questionnaire that the childminder provides for parents contains closed questions and parents generally do not choose to add any comments. Consequently, the views of parents are not fully reflected as part of the childminder's self-evaluation.

What the setting needs to do to improve further

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

- extend practice for teaching children how to find out information from non-fiction texts
- strengthen the self-evaluation process, for example, by including questions in the parent questionnaire that require a more detailed and considered response.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector checked evidence of the childminder's qualification and training, and the suitability of all adults.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents.

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. She uses her good teaching skills to support children's development across different areas of learning. They enjoy chatting with her and she encourages children to identify words that rhyme. The play environment is rich in print, and children can recognise the difference between letters and numbers. The childminder encourages them to hear and say letter sounds. Pencil control is good and children are able to write their own names. Opportunities to practise manipulative skills are very good. For example, children are encouraged to cut up fruit at snack time. Children recall and talk about stories when prompted to do so by the childminder. For example, they match a toy butterfly to one included in a minibeasts poster and they discuss a book about a caterpillar turning into a butterfly. The childminder inspires children's interest in the natural world and they are currently planting fruits and flowers. However, she does not maximise the link between this activity and children's literacy development. Information has not been gathered from books or computers in order to support them in learning that information is gained from print.

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

The childminder creates a warm and welcoming play environment. Children's independence is promoted well. Toy boxes are clearly labelled with words and pictures and children confidently make choices and select resources for themselves. They like to be helpful and the childminder asks for volunteers to set the table at lunchtime. She extends their mathematical learning because they count how many children are present and then count out the corresponding number of plates and cups. Children learn how to protect their own health. They manage their self-care needs, and the childminder promotes healthy eating. Children play outside throughout the year, in the childminder's garden and at the park. The childminder is a good role model and she manages behaviour effectively. She boosts children's self-confidence by praising their efforts and achievements.

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

The childminder is fully aware of her responsibilities with regard to safeguarding and supervising children. Necessary suitability checks for family members have been completed. She reviews her provision in order to improve, and seeks the views of parents. However, the questionnaire that they are asked to complete requires only a yes or no response and so feedback from parents is not fully maximised. A current priority for improvement is to create a covered area so that outdoor learning can be extended. The childminder uses her knowledge, skills and experience effectively to monitor the educational programmes. A Terrific to be two training course has given her a greater awareness of the learning needs of two-year-olds. Children's welfare is addressed effectively because the childminder keeps her first-aid and safeguarding knowledge up to date.

Setting details

Unique reference number	260693
Local authority	Coventry
Inspection number	867186
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	10 February 2010
Telephone number	

The childminder was registered in 2001 and lives in Coventry. She holds an early years qualification at level 3. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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