

<b>Inspection date</b>	20 April 2015
Previous inspection date	19 January 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

- Children's play preferences and ideas are taken into account when the childminder plans activities. Their next steps of learning are based on information gained from observations. This means that children gain a good range of skills to support their future learning in readiness for school.
- The childminder provides a welcoming, calm and caring environment. Children develop a warm relationship with the childminder and her family, because they have a well thought-out introduction to her home. As a result, children are happy and emotionally secure.
- Children attend various groups throughout the week where they socialise with others of their own age. These experiences help to prepare young children for the move to nursery and school.
- The childminder's home is safe and secure. Thorough assessments are carried out to ensure that hazards to children are identified, so that children can play safely indoors and outdoors.
- Relationships with parents and other early years providers are very successful. They are fully involved in the care and learning of the children, which ensures that children receive good support and consistency in their learning and development.

### It is not yet outstanding because:

- Young children do not always make independent choices in their play, because they cannot see what resources are available to them.
- The childminder does not provide children with regular opportunities to experiment with quantities and measure.

## What the setting needs to do to improve further

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

- extend opportunities for children's to explore quantity and measure, for example, by providing sand and water play
- strengthen opportunities for younger children to be able to more consistently make choices about their play, for example, by using photographs so that they can see all of the resources that are available to them.

### Inspection activities

- The inspector observed activities taking place in the designated play 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 a parent 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 the 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 quality of teaching is good, and the childminder knows the children in her care very well. She supports children's learning effectively as she joins in with their play. Children love books, choosing their favourite stories, listening carefully and talking about the characters and plot. The childminder gives children time to ask questions and summarises the story to consolidate learning. As a result, children develop good literacy skills. Children count confidently and accurately match numbers, shapes and colours. On walks they add up how many cars they see, and estimate how many breaths it will take to blow the dandelion seed head from the stalk. However, they have few opportunities to experiment, for instance, with sand and water in order to enhance their understanding of quantities and measure. Children particularly enjoy pretend play. They become absorbed in making a 'birthday cake' and 'cups of tea' for adults. Writing materials are readily available so that children can take food orders. As a result, children learn that they can write for a purpose.

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

Children have a good rapport with the childminder. They receive lots of praise and encouragement which supports their confidence, self-esteem and their feeling of belonging. Children show some good self-help skills, putting on their shoes for outdoor play and setting the table for lunch. Toys and resources are plentiful; however, some are not stored in a way that consistently enables young children to make choices in their play. Children lead a healthy lifestyle. They have lots of outdoor play and walk to places of interest so that they experience plenty of fresh air. Children collect apples from the tree in the garden and go blackberry picking. They learn to wash their hands before helping the childminder to prepare these fruits for cooking. Parents provide their own children with wholesome packed lunches. Children gain a good understanding of how to keep themselves safe as they follow sensible rules for playing safely.

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

Children are safeguarded because the childminder clearly understands her role to protect children from harm. She has up-to-date local safeguarding information to guide her if she needs to make a child protection referral. The childminder monitors her practice through self-evaluation and she includes the opinions of parents and children. This provides her with a good overview of her service and enables her to identify clear targets for ongoing development. This results in children achieving well in their learning. The childminder also does her own research and networks with other childminders to share good practice and enhance her skills. She has good working relationships with parents so that children's individual needs are consistently met. Parents' have a high regard for the childminder and they comment positively on the good progress their children make. Successful partnerships with other early years providers ensure that there is a joint approach for children's care, learning and development.

## Setting details

<b>Unique reference number</b>	EY294003
<b>Local authority</b>	Coventry
<b>Inspection number</b>	856398
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	19 January 2011
<b>Telephone number</b>	

The childminder was registered in 2004 and lives in Coventry. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

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