

Childminder Report

Inspection date

24 April 2015

Previous inspection date

22 July 2009

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

- Teaching is good because the childminder knows the children very well and understands how to enrich their development effectively. She provides a variety of interesting and challenging activities which help children to make good progress. As a result, they gain many of the skills and attitudes needed in readiness for school and future learning.
- Children have clear bonds with the childminder because she is kind and caring towards them. They form secure attachments and feel safe in her care, which has a positive impact on their emotional well-being.
- Relationships with parents are good. They are warmly welcomed into the setting and have positive relationships with the childminder. Parents receive information about their child's activities during the day and their views are requested on a regular basis.
- The childminder promotes the health and safety of the children in her care well. She assesses risks, minimises hazards and supervises the children effectively as they play. Access to the premises is monitored and the identity of any visitor is checked before entry.
- Children are protected from harm. This is because the childminder is confident about the procedures to follow should she have concerns about children's welfare.

It is not yet outstanding because:

- Children's exploration and sensory development is not promoted as effectively as the other areas of their learning.
- The childminder is not reflecting on how well her knowledge and skills are helping her to enrich the opportunities that she provides for children, in order to identify where to focus her future professional development.

What the setting needs to do to improve further

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

- extend the range of novel and natural resources available so that children are encouraged to discover and investigate even more using all their senses
- monitor the effectiveness of training and analyse if practice needs to be revised or built upon, so that knowledge and skills continue to improve.

Inspection activities

- The inspector had a tour of the premises with the childminder.
- The inspector observed teaching and learning activities in the indoor and outdoor environment.
- The inspector carried out an evaluation of the teaching with the childminder.
- The inspector looked at a sample of documentation, including policies and procedures and children's information and assessment records.
- The inspector checked evidence of the suitability of all adults living or working at the premises.

Inspector

Lucy Showell

Inspection findings

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

Children enthusiastically take part in well-planned activities. For example, following a nature walk, they make a collage using the flowers, leaves and twigs that they have collected. The childminder skilfully interacts with the children and adapts her practice for individual ages and stages. For example, for quiet or less-confident children, she uses varied signs and words to communicate. She also encourages children to use a favourite toy to pretend to talk for them. This helps them develop the confidence to express themselves and prepares them for group situations, such as school. The childminder gathers clear information from parents about what children already know and can do. This, along with her own observations, helps her assess starting points and any individual requirements. Children's ongoing achievements are recorded in individual folders and shared effectively with parents. They then work together to plan and think through ideas of how to move the children forward, both at the setting and at home. This approach means that children make good progress as they receive consistent and ongoing support.

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

The childminder provides a nurturing environment in which children feel safe and secure. The childminder is a good role model and has a calm approach. She helps children to be more aware of how their actions impact on others. For example, they receive praise and encouragement for waiting for their turn on the slide. Children's well-being is promoted and they are developing good self-care skills. They access suitable drinks and have a go at feeding themselves at snack and mealtimes. Children benefit from fresh air and exercise and are eager to take advantage of the play experiences available to them. They attend varied groups and activities throughout the week so that they learn to socialise and enjoy experiences on a larger scale. The childminder provides a good selection of toys, games and activities. However, there are too few resources that are made from materials such as wood and metal, or with interesting textures, for children to explore.

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

The childminder has good understanding of the requirements of the Early Years Foundation Stage. She has comprehensive policies and procedures which she shares with parents so that they are fully aware of her services. The childminder recognises her strengths and has clear plans in place for the continuous development of the provision. She is well qualified and completes regular research to help her keep up to date with any changes and new initiatives. However, she does not monitor and analyse the full impact of any training so that she knows what has been successful and when to seek further professional development. In contrast, the childminder uses her skills gained from working with children with special educational needs and/or disabilities to good effect. For example, she recognises the importance of sharing information with other providers. This ensures that children benefit from consistent and complementary experiences across settings.

Setting details

Unique reference number	EY381645
Local authority	Warwickshire
Inspection number	858690
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	22 July 2009
Telephone number	

The childminder was registered in 2008 and lives in the Bramcote area of Nuneaton. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3.

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