

Childminder Report

Inspection date

3 July 2015

Previous inspection date

26 June 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

- Staff have a very good understanding of how children learn. From their interactions with children and regular observations, they accurately assess how well children are progressing. Staff effectively follow up children's next steps for learning in their planning and teaching.
- Staff have a good understanding of safeguarding procedures. They are clear about how to respond if they have any concerns about the welfare of a child. As a result, children are safeguarded from harm. Risk assessments are thorough and reviewed regularly, consequently, children are cared for in a safe environment.
- Partnerships with parents are good. Staff use effective strategies to actively involve parents from the start and continuously value their input. Consequently, children receive care that mirrors that which they receive at home, providing security and stability for them.
- The manager makes sure that children, parents, staff and other professionals are fully included in the self-evaluation process. She meets with other providers to discuss and share best practice. This makes sure that strengths and areas for further development are effectively identified, so that outcomes for children continue to be good.

It is not yet outstanding because:

- Staff do not always use all opportunities to enhance children's independence skills.
- Occasionally, staff miss opportunities to sustain conversations with children.
- Information gathered from staff's observations of each other's practice is not always used effectively to raise the quality of teaching.

What the setting needs to do to improve further

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

- make the most of all opportunities to develop children's independence skills even further
- develop children's speaking skills even further, in order to extend their vocabulary and enhance their thinking skills
- enhance staff's reflective practice, in order to promote continual improvement and raise the quality of teaching to outstanding.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector looked at planning documentation and children's assessment records.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision and spoke to staff throughout the inspection when appropriate.
- The inspector checked evidence of staff's qualifications, their suitability to work with children and the provider's evidence of self-evaluation.
- The inspector took account of parents' and carers' views spoken to during the inspection.

Inspector

Rupinder Phullar

Inspection findings

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

Staff are well qualified and they have a good understanding of how to support children's learning through play. They plan and organise rewarding, often challenging, activities that promote children's good progress. Children are confident, articulate, creative and well prepared for school and their future learning. Staff read to children and encourage them to take part in predicting what will come next. They praise children's efforts, which motivates them to try again. As a result, children develop confidence as they build on their developing skills in literacy. Staff use a range of strategies to promote children to develop their speaking skills. They talk to children and links actions with words. However, children do not always have enough opportunities to develop their thinking and conversation skills further, in order to increase their vocabulary. Staff work closely with parents. They are kept informed about their child's progress and opportunities to extend their learning at home.

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

Children are welcomed in a warm and nurturing setting where their emotional and physical needs are well met. Staff consistently promote children's confidence and social skills, so they are emotionally well prepared for moving on to nursery and school. Children are very familiar with the routines and this contributes to their good behaviour and strong sense of belonging. Staff encourage children to develop their independence skills. For example, children confidently make choices in their play from a wide range of stimulating activities. However, occasionally staff do not make use of all opportunities to promote these skills to extend them even further. Staff provide daily opportunities in the outdoor play area for children to be active and have fresh air, which supports their physical well-being. Children learn about keeping themselves safe during activities and take part in regular fire drills. This ensures children develop their understanding of risk as they learn how to keep themselves and others safe.

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

The management team check the educational programmes to make sure that children's needs are fully identified and their interests are effectively included. As a result, children's progress is good. The setting has robust recruitment and induction processes, which ensures that children are always cared for by suitable adults. Regular staff meetings and ongoing training opportunities ensure that they update their knowledge and practice. The manager observes staff's practice and provides feedback to them. Staff have started to observe the teaching practice of their colleagues. However, reflective practice is not always ambitious enough to raise the quality of teaching to a higher level. For example, they share what they have observed, but do not use the information effectively to drive forward further improvement.

Setting details

Unique reference number	201186
Local authority	Warwickshire
Inspection number	875048
Type of provision	Full-time provision
Registration category	Childcare - Domestic
Age range of children	2 - 10
Total number of places	27
Number of children on roll	27
Name of provider	
Date of previous inspection	26 June 2009
Telephone number	

Aunties was registered in 2008. The setting employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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