

Childminder Report

Inspection date

12 August 2015

Previous inspection date

15 November 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

- Children typically make good progress in their learning and development. The childminder understands how young children learn. She provides a range of activities and experiences that promotes children's progress.
- The childminder is kind, caring and friendly. She gets to know children and their families well. Children are keen to include her in their games. They are confident to explore and motivated to choose what they would like to do.
- Children are kept safe and protected from harm. The childminder has thoroughly assessed and minimised all the risks to children within her care. She has been on child protection training and is knowledgeable about what to do should she have any concerns regarding a child's welfare.
- The childminder promotes children's self-awareness and self-esteem particularly well. She teaches children to recognise their own unique qualities and to be respectful of others. She provides them with a variety of experiences that helps them understand the people, communities and world around them.
- Partnerships with parents, other providers and professionals are excellent. All those involved in children's learning and care are fully encouraged to share information and work closely together to help children develop and grow.
- The childminder is currently working towards a relevant level 3 qualification and seeks additional training and courses that she feels are required. This has a positive impact on the quality of care and education she provides.

It is not yet outstanding because:

- The childminder does not make the most of all opportunities to promote children's speaking skills to the highest possible level.
- Systems for tracking children's learning and development and monitoring the educational programmes are not yet used as well as possible.

What the setting needs to do to improve further

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

- give children more time to think and respond to questions to promote their speaking skills at a higher level
- make better use of the newly created systems to accurately track children's progress and rigorously monitor all areas of learning.

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder.
- The inspector looked at the documents available, including children's learning records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector discussed with the childminder her methods for self-evaluation.
- The inspector sought parents' views from written comments available.

Inspector

Josephine Heath

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. The childminder carefully adapts activities to meet the needs of all children attending. She knows children well and identifies the next steps in their learning. The childminder plans and provides activities to help children make progress and works with others to make sure any achievement gaps are closing. She knows where some children require additional support and this is effectively sought out. Outside, the childminder helps to promote children's physical skills using larger play equipment. She teaches them how to use the pedals on a bike to propel themselves forward and offers plenty of encouragement and support. The childminder makes good use of books and creative activities to support children's understanding of moving on to nursery or school. She reads them stories that help them to think about the changes ahead. She introduces children to new vocabulary, asks questions and talks to children. This helps to promote their literacy and communication and language development. However, on occasions, the childminder is not focused on promoting children's speaking skills to the highest possible level. Sometimes she does not allow children enough time to think more deeply and respond in more detail before moving them on.

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

Care practices are good. The childminder ensures children benefit from nutritious snacks, access to drinks and opportunities to take plenty of exercise. She teaches children about the importance of keeping themselves healthy and well. She encourages older children to manage their self-care when they are ready and actively promotes good hygiene routines. Children's physical well-being is effectively promoted. Children develop the social and emotional skills they will need for moving on to nursery or school. She promotes skills in listening to others, taking turns and being kind. The childminder encourages children to think about making friends. She makes use of activities to get them thinking about the different types of people they might meet and promotes an understanding of treating everybody equally. Children's emotional well-being is well promoted.

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

The childminder fully understands her responsibility to meet the requirements of the Early Years Foundation Stage. She is very eager to continually update her knowledge and skills. The childminder checks children's progress. She has a general overview of the educational programme and how to help children make good progress. The childminder has recently introduced systems to track children's learning and development and monitor the educational programme. However, these are not always used well enough to help her focus on promoting children's attainment to the highest possible level and on rapidly closing any achievement gaps. The childminder evaluates the setting, taking into account the views of those who use it. She identifies the strengths and weaknesses of the provision well. She sets targets to work towards because she wants to promote the best possible outcomes for all children in the future.

Setting details

Unique reference number	200996
Local authority	Warwickshire
Inspection number	875034
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	15 November 2010
Telephone number	

The childminder was registered in 2000. She operates all year around from 7.30am to 6pm, Monday to Fridays. The childminder supports children with special educational needs and/or disabilities.

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