

# Childminder Report

**Inspection date**

4 March 2016

Previous inspection date

29 March 2010

| <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        |
| Effectiveness of the leadership and management                |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- The childminder is well qualified and very experienced. She continually joins in with children's play and her quality interactions inspire children to gain a real thirst for learning. All children are engaged in purposeful play.
- Feedback from parents is very positive and the childminder build strong relationships with them. Parents are kept well informed about how well their children are developing and are given ideas on how to support their child's learning at home.
- Children enjoy playing with a wide range of good-quality toys and materials. Activities are based on children's interests and the environment supports their play and learning well. Children explore freely, use their imagination and initiate their own ideas.
- The childminder is extremely caring and nurturing. She talks to the children in a calm and respectful manner. This helps them to understand how to manage their own behaviour and to play cooperatively.
- The childminder is passionate about her role, professional and dedicated to offering children high-quality provision. She strives to enhance her practice and uses the views of parents and children to help shape her provision.

### It is not yet outstanding because:

- The childminder completes detailed assessments of children's progress and identifies their individual next steps in learning. However, she does not always use this information to plan precisely for older, more-able children. This means these children are not always as highly challenged as possible during some activities to promote their rapid progress.
- The childminder has not yet developed her knowledge and skills to a level where her teaching ensures that children consistently make rapid progress in their learning and excellent outcomes are achieved.

## What the setting needs to do to improve further

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

- make better use of information from assessments to plan very precisely for older, more-able children so they are fully challenged to make as much progress as possible
- build further on teaching knowledge and skills to increase the potential for children to make rapid progress in their learning and consistently achieve excellent outcomes for them.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation with regard to children's learning, welfare and safety.
- The inspector took account of parents' views from questionnaires and feedback forms.
- The inspector spoke with the childminder and children during the inspection.

### Inspector

Emma Daly

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is fully aware of the possible signs of abuse. She has clear procedures to follow if she has any concerns about a child in her care. The childminder is well organised. She has updated her policies to take into account new guidance. The childminder has completed all mandatory training to refresh her knowledge. She regularly keeps up to date with changes in legislation, which helps her to enhance her provision. The childminder works closely with other childminders. They regularly discuss and share ideas and good practice. The childminder works closely with nurseries and schools children attend. She continually shares information with them to contribute to a shared approach to children's care and learning.

### Quality of teaching, learning and assessment is good

The childminder skilfully knows when to join in with children's play to offer support and when to stand back and allow children the time to explore and develop their own ideas. Children enjoy sorting and using different tools and equipment to pick up different sized and coloured objects. This helps children to develop their muscle control and coordination skills. The childminder questions children well. She models and repeats words and joins in with many exciting discussions. The childminder encourages children to ask questions and to think about their answers. She weaves literacy and mathematics into children's play to extend and consolidate their learning. The childminder regularly monitors the progress children are making. She completes the progress check for children between the ages of two and three years, and shares this information with parents and health visitors. The childminder quickly identifies if there are any gaps in children's learning and puts support in place to help close these gaps.

### Personal development, behaviour and welfare are good

The childminder has a strong understanding of each child's needs. Good arrangements are in place to effectively promote children's care and well-being. Children show a real sense of belonging in this highly stimulating and nurturing environment. Children's physical development is promoted well. They have many opportunities to spend time outdoors in the fresh air. The childminder is an excellent role model. Her high expectations mean that she ensures all children behave very well in relation to their ages and stages of development. Children enjoy healthy, home-cooked meals and snacks. They also develop a strong awareness of good hygiene practices. Children's independence is fostered well. Older children gain increasing independence with managing their own care needs.

### Outcomes for children are good

All children make at least good progress from their starting points. Children are inquisitive and enjoy initiating their own play. They are confident, self-assured individuals who are inspired to learn. Children show increasing attention and recall during story time. They use descriptive words as they talk about the different things they see. Children count confidently in their play and enjoy solving problems. They are articulate and express their needs well. The childminder ensures that children are well prepared for their next stage in their learning, including nursery or school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 257517  |
| <b>Local authority</b>             | Warwickshire  |
| <b>Inspection number</b>           | 867085  |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>       | 2 - 10  |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 10  |
| <b>Name of provider</b>            |   |
| <b>Date of previous inspection</b> | 29 March 2010                                       |
| <b>Telephone number</b>            |   |

The childminder was registered in 2001 and lives in Nuneaton. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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