

# Childminder Report

**Inspection date**

9 June 2016

Previous inspection date

9 July 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Following the last inspection, the childminder has significantly improved her service. She now successfully involves parents in the self-evaluation process and regularly attends training courses and briefings, in order to keep her knowledge current. For example, recent training has positively influenced the childminder's practice with regard to meeting the learning needs of two-year-old children.
- The childminder observes and assesses children's progress and planning for future learning is based on a good knowledge of individual children.
- The childminder's teaching skills are good. She provides activities and resources that challenge and interest children. Children play with resources at the childminder's home that link to outings and activities they have enjoyed with their families.
- The partnerships with parents are strong. The childminder shares good quality information with parents and they work together successfully to meet children's individual needs.
- Children are happy, settled and emotionally secure in the childminder's care, therefore, their relationships are very good.
- Children are encouraged to find things out for themselves. They explore a good variety of media and materials. Their learning about the natural world is fostered effectively.

### It is not yet outstanding because:

- The childminder is not wholly successful in sharing information about individual children with other settings that they attend, in order to fully promote continuity of learning.
- The childminder does not always extend young children's speaking skills as they begin to form simple sentences.

## What the setting needs to do to improve further

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

- strengthen the partnerships with other settings that children attend, so that children fully benefit from a shared understanding and common approach to support their progress
- extend support for younger children's speaking skills as they begin to form simple sentences.

### Inspection activities

- The inspector observed activities as children played in the indoor and outdoor play areas.
- The inspector observed activities and discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's training and checked evidence of the suitability of all adult household members.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a selection of children's assessment records and planning, and a range of other documents.
- The inspector took account of the written views of parents.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder's home is safe and secure, and she is aware of her responsibilities to supervise children. Necessary suitability checks for all adults have been completed. The childminder is aware of the signs of abuse and neglect, and the procedures to follow if she is concerned about a child. She reviews her provision and takes swift action, in order to continually improve. Parents' comments in a questionnaire include an appreciation of the stimulating environment that encourages children's development. Parents are very pleased that children have contact with, and learn how to care for, the animals that the childminder keeps.

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

The childminder ensures that children's interests are addressed when she plans activities and offers support. She uses what she knows about each child to ensure that they are challenged effectively to reach the next stage in their learning. The childminder interprets the needs of very young children well through their non-verbal communication. She supports children's learning sensitively when they find pronunciation of words difficult. Children explore and investigate in a variety of ways. For example, they notice the marks they make when they squirt water onto dry sand and they explore the change as sand and water is mixed. Children learn to match and name colours. The childminder supports them in noticing light and dark colours when chalk is dipped into water.

### Personal development, behaviour and welfare are good

Children are emotionally secure in the childminder's care. Young children gain an understanding of sharing and taking turns. The childminder boosts their self-esteem as she responds with praise to their positive behaviour, efforts and achievements. Children are prepared well emotionally for moving on to pre-school and school, for example, they socialise with other adults and children at groups. They develop an understanding of dangers and how to keep themselves safe, such as how to cross the road safely. Children's good health is promoted well. They are physically active every day and the childminder provides healthy meals and snacks. The childminder provides experiences to support children's understanding of people, families and traditions beyond their own.

### Outcomes for children are good

Children are consistently challenged to reach the next stage in their development. They develop good skills in readiness for the move on to pre-school and school. Children are keen to be involved and they confidently make decisions from a variety of activities, both indoors or outdoors. Children practise their good manipulative skills in a variety of ways. Young children make good progress from holding crayons in their whole hand to using a thumb and two-finger grip. They choose their favourite books to look at with the childminder. Children enjoy sensory exploration. They are able to count up to five with one-to-one support.

## Setting details

<b>Unique reference number</b>	224021
<b>Local authority</b>	Coventry
<b>Inspection number</b>	1044203
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 July 2014
<b>Telephone number</b>	

The childminder was registered in 1996. She lives in Coventry. The childminder holds an early years qualification at level 4. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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