

Childminder Report

Inspection date	22 July 2016
Previous inspection date	26 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The childminder has made significant progress since her last inspection to improve the quality of her provision. Previous actions have been successfully implemented. For example, she has ensured that all adults living or working on the premises have had their suitability checked.
- Teaching is good. The childminder gains important information from parents and uses her observations to identify what children already know and can do. She uses this information to plan a wide range of interesting activities and experiences that match their interests and preferences. Children make good progress from their starting points in readiness for school.
- The childminder has established good relationships with parents. She regularly shares information with parents about their child's progress, and gives them ideas to further support their child at learning at home.
- The childminder works closely with other professionals and completes online training to keep up to date with legislative changes. This helps her to promote good outcomes for children.

It is not yet outstanding because:

- The childminder does not give children enough opportunities to express their understanding of what they know. At times, she is too quick to answer the questions she asks.
- The arrangements for sharing information with staff in other early years setting are not robust enough in order to fully complement children's learning.

What the setting needs to do to improve further

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

- give children the opportunity and the time that they need that enables them to process their thoughts and respond with their answers
- strengthen the arrangements for sharing information and working in partnership with other early years settings that enables a shared approach to children's learning.

Inspection activities

- The inspector looked at those parts of the childminder's home used for the care of children. She spoke with the childminder and children at appropriate times during the inspection.
- The inspector observed teaching and learning activities in the indoor environment. She carried out a joint evaluation of an activity with the childminder.
- The inspector looked at a range of documentation, including a sample of policies, procedures and children's records.
- The inspector checked evidence of the childminder's training and of the suitability of all adults living on the premises.
- The inspector discussed the childminder's self-evaluation and reviewed written feedback from parents.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder and her assistant are aware of the signs of abuse and understand the importance of reporting any concerns promptly. The childminder is knowledgeable about safeguarding legislation and current guidance. She makes sure the premises are safe and secure, and she implements robust procedures to protect children indoors and on outings. The childminder monitors children's ongoing progress and works closely with parents and health professionals. This helps to ensure any additional support for children's learning and development is swiftly implemented. The childminder maintains an overview of her assistant's practice to promote children's good learning experience. She regularly seeks the views of parents and responds positively to any suggestions they make.

Quality of teaching, learning and assessment is good

Children are inquisitive, curious and motivated to learn. They make choices from a wide range of inspiring learning experiences that are tailored towards their individual needs. The childminder enthusiastically joins in with children's play, which helps make sure they are engaged and responsive to her ideas. Children have lots of opportunities to hear and learn new words to build on their vocabulary. For example, they actively take part in story time, sing familiar nursery rhymes, and take a keen interest in linking pictures with words. Children develop confidence in their speaking and listening skills, supporting them well in the next stage of learning. Children have lots of opportunities to understand mathematical concepts. For example, during sand play, children measure quantities as they fill and empty containers, they learn to count, compare sizes and recognise shapes.

Personal development, behaviour and welfare are good

Children's emotional security is addressed well. They form good relationships with the childminder and really enjoy being in her care. Children show a strong sense of belonging and safely explore the childminder's home with confidence. The childminder is a good role model and children are learning to share, take turns and build friendships. Children receive age-appropriate reminders to help them understand the effects their behaviour can have. The childminder increases children's social skills well, as she takes them to playgroups so they mix with other children. Throughout routines and activities, children develop their independence and learn to manage their personal care needs, such as toileting, handwashing and putting on their shoes. The childminder teaches them about safety while encouraging them to take controlled risks and learn new skills

Outcomes for children are good

Children make good progress from their starting points. They are gaining the skills that will help to prepare them for the next stage in their learning, and their eventual move on to school. Children are motivated to learn and explore new activities and resources. They are sociable and happy and enjoy learning through play. Children use their creativity well, as they play musical instruments to the rhythm of the nursery rhymes. Their speaking and listening skills are developing well. Simple activities help children to recognise familiar letters and words. For example, they listen to stories that the childminder reads.

Setting details

Unique reference number	268348
Local authority	Warwickshire
Inspection number	1044511
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 2
Total number of places	12
Number of children on roll	1
Name of registered person	
Date of previous inspection	26 November 2014
Telephone number	

The childminder registered in 2001. She lives in Bedworth, Warwickshire. She occasionally works with an assistant. She operates all year around five days a week, 8am until 6pm, except for bank holidays and family holidays.

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