

Childminder Report

Inspection date

14 October 2016

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------|----------|
| | Previous inspection: | Not applicable | |
| 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

- Partnerships with parents are very strong. The childminder gains regular feedback from parents and asks for their views. She shares ongoing information to keep them informed of their children's progress and to help them support learning at home.
- The quality of teaching is consistently very strong. The childminder and her assistant interact well with children so they become enthused in their learning. Older children are very eager to achieve and persist at tasks.
- Children enjoy playing with a wide range of good quality toys and resources. They have many opportunities to freely explore their environment. This helps children to lead their own learning, use their imagination and make good progress.
- Children build very strong attachments with the childminder and her assistant, who both know them extremely well and ensure their individual care and learning needs are successfully met.
- The childminder is dedicated to offering every child high-quality provision. She runs playgroups and organises extracurricular activities so that children benefit from many experiences to learn and understand about the world around them.

It is not yet outstanding because:

- Occasionally activities are not organised effectively enough to ensure that all children, particularly younger children, are highly challenged and remain highly absorbed in their learning.
- The childminder does not always focus enough on helping some children to listen and be aware of the needs of other children.

What the setting needs to do to improve further

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

- plan and organise activities more effectively to help younger children become more highly engaged in their learning and to make as much progress as possible
- find more ways to help children to listen and to be more confident to accept and understand the needs of others.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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. She checked evidence of training and of the suitability of adults living or working in the household.
- The inspector took account of parents' views through discussions and by reading questionnaires, feedback on assessments and letters.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.

Inspector

Emma Daly

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant demonstrate a secure understanding of how to keep children safe. Clear procedures are in place so they know what to do if they have any concerns about a child in their care. The childminder offers guidance and support to her assistant. She identifies training they will both benefit from to keep their knowledge and skills up to date and to drive up the quality of the provision. The childminder continually evaluates her provision. She has identified areas she would like to further develop for the benefit of the children. Partnerships with other settings children attend are good. The childminder ensures information is consistently shared so that she can complement the learning taking place elsewhere. She quickly identifies any gaps in children's learning and works with parents and other professionals to ensure children are supported to catch up and close gaps in their learning.

Quality of teaching, learning and assessment is good

The childminder and her assistant complete detailed assessments and track the progress children are making. They use this information well to identify children's next steps in learning and to plan activities. Children show their excitement as they join in with story time. The childminder uses props and skilful questioning to provide more challenge for the older children. Children enjoy playing with the farm animals. The childminder and her assistant watch children play and skilfully know when to join in to extend their learning further. Children show excellent recall as they talk about their previous experiences of visiting the farm. They enjoy using the props to recreate where the animals sleep and talk confidently about what they are doing. This helps to build on their communication skills.

Personal development, behaviour and welfare are good

The childminder provides babies and children with a solid foundation from which to grow and develop. She places a high priority on developing children's confidence and self-esteem so that they are ready for their future learning. Children gain a deep understanding of the importance of being healthy. They have plenty of opportunities for physical exercise and love being outside. The childminder and her assistant facilitate children's learning well as they dig for worms and collect the tomatoes they are growing. Children develop their social skills and mix well with others.

Outcomes for children are good

Every child makes at least good progress from their starting points. They are successfully gaining the skills that will help prepare them for their next stage in learning and the move on to school. Children are becoming confident, capable learners and are very motivated. They learn to manage their personal care needs, such as toileting, handwashing and putting on their shoes. They are able to follow instructions well. Children's mathematical and literacy skills are developing well. Older children count confidently and recognise numbers up to 10. They are beginning to recognise their names in print and are developing a good awareness of the sounds letters represent and of rhyming words. Younger children are developing their awareness of colours and love to practise their early writing skills.

Setting details

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|------------------------------------|---|
| Unique reference number | EY482471 |
| Local authority | Warwickshire |
| Inspection number | 993725 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 8 |
| Total number of places | 12 |
| Number of children on roll | 18 |
| Name of registered person | |
| Date of previous inspection | Not applicable |
| Telephone number | |

The childminder was registered in 2014 and lives in Atherstone. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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