

# Childminder Report

**Inspection date**

3 November 2016

Previous inspection date

24 September 2012

<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 uses her observations and assessments of children's learning to plan activities that challenge them successfully.
- Partnerships between the childminder and parents are strong, ensuring that they work successfully together to meet children's care and learning needs. Good links with other early years providers address continuity of care and learning for children.
- Children are happy and settled in the childminder's care. Relationships are very good.
- Children at different stages of development make good progress in their communication and language development. Older children engage in conversation with the childminder and she supports their thinking skills effectively.
- Children gain good control of their bodies while joining in with actions to songs.
- Children invite their friends to engage with them in imaginative role play. They negotiate whether to pretend to be doctors or make meals in the toy kitchen area.
- The childminder reviews her provision in consultation with her co-childminders, in order to improve. She welcomes good practice ideas shared with her by representatives of the local authority and other early years providers.

### It is not yet outstanding because:

- Some group times are not successful in capturing all children's interest or challenging children of different ages and mixed abilities.
- Older children's growing literacy skills are not fully supported as they begin linking sounds to letters.

## What the setting needs to do to improve further

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

- review some group activities, ensuring more consistent differentiation and challenge for children of different ages and abilities
- extend support for older children's literacy as they begin to hear and say the initial sound in words and link sounds to letters.

### 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 qualification and training. She checked evidence of the suitability of all adults.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures, and a range of other documents.
- The inspector spoke with the childminder, co-childminders and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder assesses and minimises risks in her home successfully. Children's welfare is addressed well. The childminder keeps her child protection, first aid and food hygiene knowledge up to date. She is aware of the local safeguarding procedures and her responsibilities to protect children from abuse and neglect. The childminder ensures that children are always supervised. Necessary suitability checks for all adults on the premises have been completed. The childminder attends local link meetings. These are attended by representatives of the local authority, staff from schools and different early years providers. Good practice ideas are shared and current early years issues are discussed. Communication between the childminder and parents is very good. Parents share very positive views about the provision.

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

Children make good progress in their learning. The childminder tracks children's ongoing progress and in partnership with parents she plans for the next stage in their learning. Older children practise their good manipulative skills in a variety of ways. For example, they enjoy helping the childminder prepare and cut up fruit and vegetable sticks for snack. Children's interest in books is fostered well by the childminder. They choose from a good variety and older children select their favourite books and look at them independently. Children make marks in different ways. They use large brushes and water to make marks on the garden fence and they make marks in paint and dough with their fingers and with tools. The childminder encourages children to find out what happens when they mix colours. Children join with their friends to engage in imaginative role play. They enjoy singing and joining in with the actions to songs.

### Personal development, behaviour and welfare are good

The childminder creates a stimulating and welcoming environment for children and their parents. Children's good health is promoted well. For example, they eat healthy food and they are physically active in the childminder's large garden. Children's emotional security is given a high priority. This is initially addressed with a gradual settling-in procedure that is agreed with parents in accordance with their child's individual needs. Children's independence is supported effectively. They choose and select toys for themselves from well-organised storage units. The childminder boosts children's self-esteem as she praises their positive behaviour, efforts and achievements. Children develop an understanding of dangers and how to keep themselves safe. For example, they learn about the possible dangers if too many toys are scattered all around the playroom floor.

### Outcomes for children are good

Children are developing good skills in the prime and specific areas of learning that help them to be ready for the move on to pre-school and school. They are safe, secure and happy. Children learn to recognise their names in print. Older children's pencil control is developing well. They are able to form enclosed shapes and some are able to write their names. Children confidently make decisions about their play. They learn to manage their self-care needs competently.

## Setting details

<b>Unique reference number</b>	EY444238
<b>Local authority</b>	Coventry
<b>Inspection number</b>	1060085
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	24 September 2012
<b>Telephone number</b>	

The childminder was registered in 2012 and lives in Coventry. She holds an early years qualification at level 3. She works with two registered childminders. The childminder operates Monday to Friday from 8am to 6pm all year round, except for bank holidays and family holidays.

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