

# Childminder Report

**Inspection date**

7 October 2016

Previous inspection date

21 November 2013

<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

- Accurate observations and assessments, and the active involvement of parents, lead to planning for future learning that is based on a good knowledge of each child. The partnerships with parents are good with regard to sharing information and working together to ensure continuity of care and learning for children.
- The childminder uses her early years knowledge and experience effectively to ensure that children are challenged while they enjoy their play.
- Children are emotionally secure in the childminder's care. Relationships between the childminder and the children are very good.
- Children practise their good manipulative skills in a variety of ways.
- The childminder supports children's interest in books. They enjoy visiting the local library and they learn that information can be gained from books.
- The childminder reviews her provision in order to improve. She welcomes good practice ideas shared by other early years providers. Advice from local authority advisers helps her to prioritise future training.
- Records, policies and procedures required for the safe and efficient management of the provision are implemented effectively.

### It is not yet outstanding because:

- The childminder does not consistently give children enough time to put their own thoughts into words while talking with them and when asking them questions.
- The childminder misses some opportunities to support children in practising their writing skills in more meaningful ways while they play.

## What the setting needs to do to improve further

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

- help children to put their own thought into words, in conversation and when questions are asked of them, in order to extend their thinking skills
- make the most of opportunities for children to practise their writing skills in more meaningful ways while they play.

### Inspection activities

- The inspector observed activities as children played in the indoor play area.
- The inspector observed an activity and discussed teaching methods with the childminder and her co-childminder.
- The inspector looked at evidence of the childminder's qualification and training, and 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 and children at appropriate times throughout the inspection.
- 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. Children are always supervised and the play environment is safe and secure. The childminder is aware of the signs of abuse and neglect, and the local referral procedures to follow, in order to protect children. Necessary suitability checks for all adults have been completed. Children's welfare is addressed effectively. The childminder keeps her child protection and first-aid knowledge up to date. In order to review and improve her provision, the childminder uses a rating scales document provided by a representative of the local authority. This is a set of standardised tools for measuring and improving quality. She obtains current information about early years issues online. The childminder's procedures for self-evaluation take account of parents' opinions.

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

Children make good progress in their learning. The childminder supports children's mathematical development effectively. They enjoy playing a game with her that involves counting and recognising shapes. Children name the shapes that she childminder draws for them. She draws several in a line and challenges children effectively to count and draw around a given quantity. Children are able to match numerals to quantities up to three. The childminder promotes different areas of learning while children take part in their favourite activities, such as baking. They learn that print and pictures in recipe books give information, and they look for numbers on digital scales while weighing ingredients. Children practise their physical skills and explore the changes to colour and texture that occur as they mix ingredients. The childminder reinforces their knowledge of good hygiene practices and of safety when the oven is switched on. Children's creativity is supported as they decorate what they have made.

### Personal development, behaviour and welfare are good

The childminder creates a warm and welcoming environment and children are emotionally secure. She supports children's independence effectively, for example, as they choose resources for themselves. Children's good health is promoted well. The childminder provides healthy food and children are physically active. Children behave well. They develop an understanding of dangers and how to keep themselves safe. For example, they learn how to hold and use scissors and cutlery safely, and they understand why they must sit down while they are eating. Children are physically active at the childminder's home and on outings, such as to the play park and the nature park. They gain an awareness of the natural world while they enjoy walks in the woods and look for bugs.

### Outcomes for children are good

Children progress well from their starting points for learning. They are developing skills in the prime and specific areas of learning that help them to be ready for the move on to pre-school and school. Children are safe, secure and happy. They are well prepared emotionally for moving on. For example, they interact with other adults and children sociably at groups. Children speak clearly and they confidently make decisions about their play. They learn to manage their self-care needs.

## Setting details

<b>Unique reference number</b>	EY374005
<b>Local authority</b>	Coventry
<b>Inspection number</b>	1065178
<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>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 November 2013
<b>Telephone number</b>	

The childminder was registered in 2008. She lives in Coventry. The childminder holds an early years qualification at level 3. She operates all year round from Monday to Friday, 8am to 6pm, except for bank holidays and family holidays. The childminder works with a co-childminder.

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