

Childminder Report

Inspection date

17 January 2017

Previous inspection date

15 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 assessment of children's learning to plan activities that challenge them successfully. She works effectively with parents to ensure that all children's care and learning needs are met well. Parents share very positive views about the childminder's provision.
- The childminder promotes individual learning effectively while she supports children who are at different stages of development.
- The childminder successfully evaluates her practice with her co-childminder and ensures that she keeps her knowledge about early years issues up to date.
- Children make good progress in their communication and language development. The childminder supports young children well as they progress from saying single words to forming simple sentences.
- Children's personal, social and emotional development are addressed well by the childminder. They are happy and settled, and relationships are very good.
- Children practise their good physical skills as they play with a wide variety of resources and equipment, both indoors and outdoors.

It is not yet outstanding because:

- The childminder does not fully consider ways of raising children's awareness of similarities and differences between themselves and others. Their growing awareness of different traditions, families and communities beyond their own experience is not fully promoted.
- Children are not fully supported in making spontaneous and independent decisions about their play.

What the setting needs to do to improve further

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

- extend opportunities for children to gain a greater awareness of similarities and differences in society, and an understanding of different people in the wider world
- extend opportunities for children to be more independent and spontaneous in their choice of activities and resources.

Inspection activities

- The inspector observed activities as children played, both indoors and outdoors.
- The inspector observed activities and discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's 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 documentation.
- The inspector spoke with the childminder, co-childminder and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to at inspection.

Inspector

Jan Burnet

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder assesses and minimises risks in her home and garden successfully. Children's welfare is addressed well. The childminder is aware of the local safeguarding procedures and her responsibilities to protect children from abuse and neglect. Necessary suitability checks for all adults have been completed. The childminder reviews her provision, in order to identify any areas for improvement and demonstrates a strong commitment to improving her knowledge and skills. She regularly completes training courses. The childminder attends groups organised at a local children's centre helping her to keep up to date with current early years issues. She welcomes advice offered by other early years professionals and values the views and ideas shared between herself and other childminders.

Quality of teaching, learning and assessment is good

The childminder uses what she knows about children to ensure that they are challenged effectively to reach the next steps in their learning. Children use their good manipulative skills to mould play dough and they explore their sense of smell as they identify that mint has been added to it. Some children flatten and stretch the dough using rolling pins adeptly. They then make marks and say that they have made dinosaurs' feet after pressing their favourite toys into the dough. Older children pretend to be characters in their favourite books. They use their good speaking skills as they play with small-world toys and pretend that the toys are engaging in a conversation with each other. Older children welcome younger children when they show an interest in joining in with imaginary play situations, such as when they play with dolls and pretend to be mums and dads. Children confidently lead their own play and the childminder supports their learning well. She talks with them while they get involved in activities, asks questions where appropriate and gives children time to think and then respond.

Personal development, behaviour and welfare are good

Children enjoy their learning in a welcoming and stimulating play environment. They behave well and the childminder boosts their self-esteem through praise for their efforts, achievements and for positive behaviour. Children show consideration for others, and older children readily share and take turns. Children develop an understanding of dangers and how to keep themselves safe. For example, they learn how to climb up and down the stairs safely. Children's good health is promoted well. They are physically active each day and the childminder provides large physical play equipment that challenges them effectively.

Outcomes for children are good

Children are developing good skills that help them to be ready for the move on to school. They express themselves confidently. Children learn to manage their self-care needs and older children are able to manage clothing for themselves. Children make marks in different ways and older children's pencil control is good. They learn to write their names. Children count and name colours while they play. Older children are gaining an awareness of the letters that represent sounds and the numerals that represent quantities.

Setting details

Unique reference number	EY270706
Local authority	Coventry
Inspection number	1064476
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	15 May 2013
Telephone number	

The childminder was registered in 2010. She lives in Coventry. The childminder works with her daughter who is also a registered childminder. The childminder operates all year round except for bank holidays and family holidays, from 7.30am to 6pm on Monday to Friday. She provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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