

# Childminder Report

**Inspection date**

27 January 2017

Previous inspection date

10 June 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

- The childminder places a strong emphasis on building good relationships with the children and their families. This helps children to form secure attachments. They are well settled and show confidence in the childminder's care.
- The childminder acknowledges children's efforts and achievements with lots of praise and encouragement. She is a positive role model and children are aware of boundaries. They behave very well and demonstrate extremely good manners.
- The childminder has a good relationship with parents and she uses a range of methods to communicate with them. Parents are well informed about their child's learning and they understand how they can extend it further.
- The childminder knows what children can do and observes their play to identify their emerging needs. She uses this information to plan a wide range of interesting experiences, both indoors and outside, that children learn from. Children make good progress from their starting points, helping them in readiness for school.
- The childminder provides children with opportunities to learn about diversity and the wider world. She helps them to learn about their similarities and differences. Children are valued in the setting and their individual backgrounds and cultures are celebrated. This supports their self-confidence and boosts their emotional well-being.

### It is not yet outstanding because:

- The childminder does not make the best possible use of planned activities to help children explore and learn to their greatest potential. She is sometimes too keen to direct them towards a solution, rather than letting them work things out for themselves.
- The childminder's systems of evaluation do not focus sharply enough on raising the quality of teaching and the provision to the highest level.

## What the setting needs to do to improve further

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

- provide children with the opportunity and the time they need to explore and work things out for themselves
- sharpen the focus of evaluation to help raise the quality of teaching and the provision to the highest level.

### Inspection activities

- The inspector viewed all areas of the home used for childminding and the toys and resources available. She observed activities and reviewed the quality of teaching.
- The inspector looked at a range of documents and discussed the childminder's self-evaluation.
- The inspector checked evidence of the childminder's qualifications and the suitability of all adults living and working on the premises.
- The inspector carried out an evaluation of an activity with the childminder.
- The inspector took account of the views of parents and carers.

### Inspector

Rupinder Phullar

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands the local safeguarding procedures and her responsibility to protect children from harm. She carries out risk assessments and ensures her premises are safe and secure. The childminder monitors children's progress and identifies and addresses any gaps in their learning. She seeks the views of parents and children and responds positively to their suggestions to improve her practice. This helps to enhance the outcomes for children. The childminder takes online training and often meets up with other childcare professionals to exchange information. This helps her to keep up to date with legislative changes.

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

The childminder knows what children can do and what they need to learn next. She uses this information and children's interests and preferences to plan a wide range of interesting activities that motivates children to learn. The childminder skilfully involves herself in children's play. She interacts well with them, asking simple questions and extending their vocabulary by adding new words as they play. The childminder encourages older children to use their home language in conjunction with English. This encourages younger children to imitate and learn words that they hear and this extends their vocabulary. Children make good progress in their mathematical development. They have lots of opportunities to count and compare sizes and different weights. Children successfully thread pasta shapes, compare the different sizes of vegetables and count the pieces of fruit that they eat at snack time. The childminder praises children frequently, which raises their confidence effectively and encourages them to keep trying.

### Personal development, behaviour and welfare are good

Children are very comfortable in the childminder's care because she treats them with lots of warmth, consideration and kindness. They enjoy plenty of space to play and confidently move around the home. Children know where their favourite toys are stored and are very familiar with the daily routines. Children enjoy a variety of healthy, nutritious snacks and home-cooked meals. They benefit from regular outings and often visit local community groups, various parks and places of interest. Children are physically active and experience plenty of fresh air. They also develop good social skills and learn about nature and the world around them.

### Outcomes for children are good

Children are inquisitive, articulate and have an eagerness to learn. They make good progress from their starting points. They gain skills and attitudes needed for the next stage in their learning and are well prepared for the move on to nursery or school. Children are emotionally very secure with the childminder and the other children. They are sociable and play very well together. Children are polite to visitors and talk to them confidently and with ease. Their communication and language skills are developing well, including those children who speak English as an additional language.

## Setting details

<b>Unique reference number</b>	268472
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1063886
<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>	0 - 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>	10 June 2013
<b>Telephone number</b>	

The childminder registered in 2001 and lives in Nuneaton, Warwickshire. She operates during term time from 7.30am to 5.30pm, Monday to Friday, except for bank holidays.

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