

# Childminder Report

**Inspection date**

20 September 2017

Previous inspection date

30 January 2014

<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 provides a warm, homely environment for children. They form close bonds with the caring childminder and her assistant. Children's well-being and happiness is a priority. The childminder is flexible in the daily routines to accommodate children's changing needs, such as if they need to sleep at different times.
- The childminder provides parents with detailed information about her provision and their children's progress, and guides them well to support their children's learning at home.
- The childminder works closely with her assistant and other professionals to help improve her teaching and knowledge, and to monitor the quality of her provision. She maintains her professional development and that of her assistant, to improve children's learning experiences, and strives to provide the best care and learning for all children.
- Children make good progress. The childminder and her assistant observe children's play and measure their progress to help them build on their learning. They identify any gaps in children's learning and plan purposeful activities to help close these quickly. Children are well prepared for the next stages in their learning.

**It is not yet outstanding because:**

- The childminder does not always gather much information from parents about what children know and can do, to help her establish more specific starting points for each child.
- Children's views are not included in the self-evaluation process to help plan even more individually tailored activities to suit their interests and learning styles.

## What the setting needs to do to improve further

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

- extend further the positive relationships with parents to gain as much information as possible, to help establish more specific starting points for each child
- include children's views in the self-evaluation process to help plan activities even more individually tailored to their interests.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and her assistant and looked at relevant documentation, and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector considered the views of parents through written feedback provided.

### Inspector

Catherine Sharkey

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has good knowledge and experience of how to report a concern about a child's welfare. She implements rigorous procedures that help to keep children safe and she supervises them vigilantly. The childminder and her assistant regularly update their knowledge of all safeguarding and child protection matters. They have also recently gained valuable knowledge and skills on how to develop children's language and communication more effectively, through a range of activities. The childminder monitors all children's progress accurately and secures any additional support where this is needed. Information about children's progress and well-being is exchanged with other settings they attend to help support consistency in their care and learning.

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

The childminder helps to develop children's language and communication skills well. For example, she uses the words, 'big', 'small' and 'medium', to ask children which order they think the plastic bears need to go in, and helps children order these by size and colour. The childminder asks children if they can make a line of blue pegs on the board and if they think the tower they built is very tall. This helps children to learn the words in context. The childminder asks children what they think the weather is like, as they look at the weather pictures they made previously. She encourages children to repeat words and extend their sentences. The childminder and her assistant share their knowledge to support children's learning effectively and plan how to build on this.

### Personal development, behaviour and welfare are good

Children's behaviour is very good. The childminder plans activities that help them to share toys, such as games, where they need to take turns and pass toys to each other. She helps children to understand and appreciate their self-worth and to care about each other. For example, children mark each other's birthdays, cultural and family events to extend their awareness of similarities and differences in family traditions. The childminder works well with parents to provide consistency in children's routines and development, such as toilet training. Children play happily together and are equally happy to engage in solitary play. The childminder prepares children very well emotionally and developmentally for their moves on to nursery and school.

### Outcomes for children are good

Children develop their physical skills well and are beginning to manage challenging play through their many exciting outdoor experiences. They enjoy exploring the local environment to learn about nature and to practise climbing and balancing skills. Children learn to count and use mathematical skills in their play. For example, they count the number of pegs they use to build a tall tower and order teddy bears by colour and size. Children are imaginative in their play with a toy fire station and figures. They make up their own stories around the familiar characters and involve the childminder in their play. They concentrate very well on activities and persevere when trying to fit parts of toys together.

## Setting details

<b>Unique reference number</b>	201333
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1086953
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	30 January 2014
<b>Telephone number</b>	

The childminder registered in 2000 and lives in Kineton, Warwickshire. She operates from 7am until 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with two assistants for some of the time. One assistant has a qualification at level 6.

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