

Childminder Report

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| Inspection date | 25 January 2018 |
| Previous inspection date | 16 January 2014 |

| 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 has a secure understanding of how children learn through play. She plans purposeful activities that interest all children. The childminder observes children's achievements and measures their progress accurately. She plans focused next steps in their learning and children make good progress from clearly established starting points.
- The childminder gives high priority to children's safety and well-being. She provides healthy food for children and ensures they have plenty to drink throughout the day.
- Children are very happy and settled in the childminder's care and she meets their needs very well. Children gain good independence in their self-care.
- There is a strong partnership with parents. The childminder exchanges ongoing information with them about their children's progress and care needs. She gathers valuable information about what children know and can do before they start.
- The childminder works well in partnership with other early years professionals to help her monitor her practice and improve children's learning experiences. She identifies some areas for improvement in her provision.

It is not yet outstanding because:

- Although the childminder reflects on her practice, she does not use this to identify more specific areas for professional development or review the impact of this on children's learning.

What the setting needs to do to improve further

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

- develop self-evaluation further, to target professional development and review the impact of this on children's learning.

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. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

The childminder monitors all children's progress well. She shares ideas and good practice with other childminders to help support her practice. She finds out about changes to current practice and legislation, and builds this into her provision. Safeguarding is effective. The childminder has a secure knowledge of how to identify or report a concern about a child's welfare, or to respond to an allegation against herself. She implements rigorous policies and procedures to help protect children, and she supervises them vigilantly at all times. The childminder makes thorough checks to ensure her home and the other venues she visits with children are safe for them to use.

Quality of teaching, learning and assessment is good

The childminder engages children's attention and interest very well and knows which toys they particularly like to play with. She uses these interests to challenge their thinking and problem-solving skills. For example, she encourages children to experiment and work out how to make a battery-operated car move towards her. Children persevere, explore the buttons and are successful in this. The childminder encourages children to draw and make marks on paper or outside with brushes and chinks. This helps to develop their physical and early writing skills. The childminder develops children's language and vocabulary well. For example, she asks them the names of the toy animals they play with and children repeat these after the childminder if they are unsure. The childminder makes the most of the daily routines to help children increase their language skills, such as when she talks to them about their favourite fruits at snack time.

Personal development, behaviour and welfare are good

Children have very good relationships with each other and the childminder. They play happily together and the childminder helps them to understand that they need to share toys, for example, when they set out the play food together. Young children communicate their needs to the childminder with confidence. For example, they point to books they want to look at, or indicate to their cup and then the kitchen to show her they would like more juice. The childminder understands each child's needs and is very attentive towards them. Children enjoy outdoor play in the childminder's garden and at local parks and other venues.

Outcomes for children are good

Children are curious in their exploration of the toys and activities they choose to play with. They are eager to find out how things work and to learn new skills. They listen attentively and watch as the childminder shows them how to do things, such as threading wooden animal shapes onto cord. Younger children show great skill and care as they thread up to 15 shapes onto the cord with minimal help. They concentrate very well on this and show pleasure in their efforts as they trail the finished article around the room. Children are enthusiastic and are well prepared for the next stages in their learning.

Setting details

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| Unique reference number | 201535 |
| Local authority | Warwickshire |
| Inspection number | 1086955 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 1 - 2 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Name of registered person | |
| Date of previous inspection | 16 January 2014 |
| Telephone number | |

The childminder registered in 1998 and lives in Rugby. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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