

Childminder report

48a Stratford Street, COVENTRY CV2 4NJ



Inspection date	24 September 2018
Previous inspection date	9 June 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder uses what she knows about children to challenge them effectively in their learning. She observes and assesses children's progress and plans for their future learning using her good knowledge of each child. The childminder promotes individual learning effectively while she supports children who are at different stages of development.
- The childminder is fully aware of her responsibilities to protect children from harm. She keeps her knowledge of the signs of abuse and neglect up to date and she is clear of the referral procedures to follow if she has a concern.
- Parents are very happy with the childminder's provision. They say that their children are making good progress and the childminder provides new challenges. Parents comment on how their children develop independence and they appreciate the daily feedback that the childminder provides.
- Children's personal, social and emotional development are good. They are settled and happy in the childminder's care and relationships are very good.
- The childminder successfully promotes children's learning outdoors. They enjoy nature walks and learn about life cycles, including those of chickens and frogs.
- Children make good progress in their physical development. The childminder provides a variety of resources, so they can practise their good handling skills in different ways.
- The childminder evaluates her practice successfully and ensures that she keeps her knowledge about early years issues up to date, for example, through proactive research and training.

It is not yet outstanding because:

- Information gathered from parents when children start does not wholly identify what their children know and can already do, in order to fully support initial assessment and planning for their learning.
- At times, the childminder does not give older children enough time to put their own thoughts into words in conversations and when she asks them questions.

What the setting needs to do to improve further

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

- build on the arrangements for gathering information from parents when children first start, in order to use this to help to plan for children's future learning
- extend practice for promoting older children's thinking and speaking skills, giving them time to put their thoughts into words in conversations and when questions are asked of them.

Inspection activities

- The inspector observed activities indoors and outdoors. She discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's qualification and training. She checked evidence of the suitability of adults who live in the household.
- The inspector looked at a selection of children's assessment records, planning and the childminder's policies and procedures.
- The inspector took account of the written views provided by parents.

Inspector

Jan Burnet

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder assesses and minimises risks in her home successfully. She regularly attends child protection training and is aware of the duty to prevent children being drawn into situations that may put them at risk of harm. The childminder reviews her provision to identify the strengths of her practice and any areas for improvement. In order to review and improve her provision, she is proactive in obtaining knowledge about early years issues. For example, the childminder uses information obtained through her membership of an association for early years workers to reflect on her practice. She is one of a group of childminders who gather and share early years information.

Quality of teaching, learning and assessment is good

The childminder uses her observations and assessments of children's learning to plan activities that challenge them successfully. She adapts activities effectively to challenge children who are at different stages of development and supports their creativity well. The childminder suggests that they make musical instruments. She provides plastic bottles and a variety of resources for children to put inside. The childminder supports children's mathematical learning well. Older children choose beans for their instrument and the childminder challenges them to count 10. She encourages younger children to understand that they have picked up two beans. Young children use their good handling skills to screw and unscrew lids on the bottles. The childminder offers plenty of praise for children's successes. She introduces plastic containers to the activity and models how these can be used as drums when lids are attached. Children explore the sounds that they can make with their instruments.

Personal development, behaviour and welfare are good

Children enjoy their learning in a welcoming and stimulating play environment. The bond between the childminder and children is strong. She boosts children's self-esteem, for example, through praising their efforts and achievements. Children play cooperatively and close friendships have grown between the older children. Children develop an understanding of dangers and how to keep themselves safe, such as how to cross roads safely. The childminder provides plenty of opportunities for them to handle or touch the goats, ducks and chickens that she keeps. She teaches them the reasons why they must not put their hands near their mouths after doing so. Children are physically active and the childminder provides healthy food.

Outcomes for children are good

Children are safe, secure and happy. They are developing good skills that help them to be ready for the move on to pre-school and school. Children learn to manage their self-care needs independently. Young children are beginning to progress from saying single words to forming simple sentences. They enjoy joining in with the actions to songs and they are beginning to engage in pretend play. Older children talk confidently about their drawings. While counting, they represent quantities with their fingers.

Setting details

Unique reference number	224021
Local authority	Coventry
Inspection number	10062288
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	9 June 2016

The childminder registered in 1996 and lives in Coventry. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 4.

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