

# Childminder report

<b>Inspection date</b>	17 October 2018
Previous inspection date	19 January 2016

<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 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 so that they make good progress. She promotes children's individual learning well while she interacts with them.
- The childminder gives children's personal, social and emotional development a high priority. Children are happy and settled. The childminder initially agrees a gradual settling-in period with parents, which helps children to feel emotionally secure when care begins.
- Children make decisions from the variety of resources available to them and they confidently talk about their favourite toys.
- The childminder supports children well in developing good handling skills. Children's pencil control is developing well and they are able to competently use cutlery.
- Partnerships with parents are strong. Parents are very happy with the childminder's provision. They say that the childminder interacts with children in a way that results in a good learning experience for their children. They comment on how quickly their children settle in and how the childminder makes them feel welcome. They are very happy with their children's progress.
- The childminder keeps her knowledge about early years issues up to date, for example, through proactive research and training.

### It is not yet outstanding because:

- At times, the childminder does not give children enough time to put their own thoughts into words, in conversation and when she asks them questions.
- The childminder does not fully support children in exploring different textures and materials and in finding things out for themselves.

## What the setting needs to do to improve further

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

- extend practice for promoting children's thinking and speaking skills, giving them time to put their thoughts into words, in conversation and when questions are asked of them
- broaden the range of textures and materials accessible to children for exploration and investigation.

### Inspection activities

- The inspector observed activities while children played in the indoor play areas. She discussed teaching methods with the childminder.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The inspector looked at evidence of the childminder's training. She checked evidence of the suitability of adults who live in the household.
- The inspector looked at policies and procedures and a range of other documentation.
- The inspector took account of parents' views.

### Inspector

Jan Burnet

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder ensures that children play in safe and secure premises. For example, she has identified some potential risks in her garden and so currently it is inaccessible to the children. The childminder ensures that she provides other outdoor activities. She 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 knows the local referral procedures to follow if she has a concern. The childminder is aware of the duty to prevent children being drawn into situations that may put them at risk of harm. In order to review and improve her provision she is proactive in obtaining knowledge about early years issues. For example, she uses information obtained through her membership of an association for early years workers to reflect on her practice.

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

The childminder observes and assesses children's progress and plans for their future learning using her good knowledge of each child. She provides toys and books that link to children's interests, and currently these include living things, particularly sea creatures. The childminder encourages children to understand that information can be gained from books. Images in books and online are helping to enhance children's learning. The childminder encourages children to sing while they play. They spontaneously sing a song about rain while they pretend that a toy funnel is an umbrella. They also use the funnel as a loud haler, knowing that they can make different sounds with their voices. The childminder supports children's interest in the natural world. They enjoy walks to the local woods where they look for 'bugs and crawlies'.

### Personal development, behaviour and welfare are good

Children enjoy their learning in a welcoming environment. The bond between the childminder and the children is strong. Children behave well. They learn to share and take turns and the childminder successfully boosts their self-esteem, for example, through praising their efforts and achievements. Children develop an understanding of dangers and how to keep themselves safe. They learn about potentially hot items in the kitchen, road safety and how to walk safely on the pavement. The childminder makes sure that they are aware of the risks if their shoes are not fastened properly. Parents provide healthy food and the childminder uses her food hygiene knowledge effectively to help protect children's good health.

### Outcomes for children are good

Children develop good skills that help them to be ready for the move on to pre-school and school. They learn to manage their self-care needs independently and manage simple tasks for themselves, such as putting on their coats and shoes. Children play board games that help to support their understanding of turn taking, develop their handling skills and promote their mathematical development with regard to counting and calculation. Children learn about similarities and differences between themselves and others, such as through gaining an awareness of different families and traditions.

## Setting details

<b>Unique reference number</b>	510476
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10062297
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	19 January 2016

The childminder registered in 1997 and lives in Coventry. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate  
Store Street  
Manchester  
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