

Childminder report

Inspection date	26 October 2018
Previous inspection date	16 July 2014

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 has successfully sustained the good standard of her provision. She has high expectations of herself and actively takes steps to keep up to date with changes that might impact on her practice.
- The childminder talks with children throughout all activities and routines. Children develop good language skills and they understand how to take turns at listening and speaking. They hold conversations with the childminder and with other children. They select books for reading during quiet time, and children learn to listen and say words that contribute to the development of their literacy skills.
- Children play and learn in a homely environment. Their behaviour is good, and they follow the expectations of the childminder to share resources that they choose for play. They move freely between rooms and enjoy pretend play with dolls, wheeled toys and malleable materials, including play dough.
- The childminder provides interesting activities that she plans with a clear purpose for each child's learning. Children are engaged and attentive while they follow clear instructions, such as to cut around the outline of a template.
- The childminder has formed long-established partnerships with parents. They trust her and value the learning and care she provides for their child. Parents commend her warmly for fostering children's good behaviour, the strong emotional support and sense of well-being she creates for their child.

It is not yet outstanding because:

- On occasions, the childminder includes challenges that are not appropriate for younger children.
- The childminder does not provide opportunities for older children to find their own solutions to problems.

What the setting needs to do to improve further

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

- provide appropriate challenges consistently for the age and stage of development for younger children
- provide opportunities for older children to find their own solutions to problems.

Inspection activities

- The inspector observed the practice of the childminder and a teaching activity indoor, and assessed the impact this has on children's learning. The inspector evaluated an activity with the childminder.
- The inspector held discussions with the childminder, including a review of the self-evaluation process.
- The inspector spoke with the children at convenient times during the inspection.
- The inspector looked at a sample of documentation used for the running of the setting.
- The inspector read written feedback from parents and took account of their views.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of leadership and management is good

The childminder keeps herself informed about changes in legislation, such as data protection procedures. She implements these rigorously to maintain confidentiality. The childminder seeks opportunities to improve what she does. She regularly completes online courses, such as how to support children's overall development. As a result, children have achieved skills in speaking that are above their stage of development. She frequently meets with other childminders and they jointly deliver activities, each taking responsibility for a particular aspect of learning. The childminder leads on messy and creative play, and this enables children to develop their imagination well. Parents are delighted with the wide range of activities, including many opportunities for outings during the school holidays. They say that children return home exhausted in a good way and highly satisfied. Similarly, the childminder has forged strong partnerships with other providers and she works closely with them to lay a firm foundation for children's transition to school. Arrangements for safeguarding are effective. The childminder is well informed about the procedures to report concerns to keep children safe.

Quality of teaching, learning and assessment is good

The childminder provides stimulating, enjoyable learning experiences. She allows children to make decision about their work and offers help when necessary. This supports younger children to grow in confidence as they develop their skills in cutting. The childminder gives praise consistently and reassures them so that they keep on trying. Children are pleased and radiate satisfaction when they match numbered pegs to numerals on the template of the spider's body. The childminder carries out regular observations while children play, and she makes accurate assessments of their achievements. She agrees with parents how and when they might best move children on to the next step in their learning. She complements older children's learning at school with similar activities by planning effectively following discussions with teachers.

Personal development, behaviour and welfare are good

Children develop good skills to attend to their personal hygiene. They wash their hands independently under close supervision. They remove rind and use knives carefully to cut fruits at snack time. Children learn how to keep safe. They hold on to the rail while they come down the stairs. They take responsibility for small tasks, such as helping to prepare the table for lunch. The daily routine includes healthy meals, and walks to school and playgroup that contribute to children's good health. Quiet time after lunch allows children to rest so that they are refreshed for afternoon activities.

Outcomes for children are good

All children make good progress from their starting points. They develop good social skills while they mix with other children from various backgrounds at a range of venues. They learn to develop a strong awareness of the needs of other children. Some who have recently started school have received awards for their kind and caring attitudes which the childminder has fostered. Children develop essential skills in preparation for their move on to school. They are able communicators, they develop skills in early literacy and numeracy, and independently meet their own personal needs.

Setting details

Unique reference number	EY299520
Local authority	Coventry
Inspection number	10069244
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	16 July 2014

The childminder registered in 2005 and lives in the Longford area of Coventry. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder provides early funded education for children aged three and four years.

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