

Childminder report

Inspection date	30 October 2018
Previous inspection date	12 December 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 offers a welcoming, home-from-home environment. She is professional, organised and has good procedures in place to ensure she promotes children's welfare effectively at all times. The childminder seeks advice from the fire department and local police about children's safety.
- The childminder gives children's personal, social and emotional development a high priority. She ensures they are very happy in her care and those new to the setting settle very quickly and securely. Children show that they feel confident, comfortable and safe.
- Children have many opportunities to learn about healthy lifestyles. They play outside during the day and enjoy a range of nutritious snacks. Children know they need to have their hands cleaned at appropriate times, such as before eating.
- The childminder has developed good relationships with parents. She knows the families well and regularly maintains a daily exchange of information regarding children's care and developmental needs. This helps to ensure a consistent approach.
- The childminder evaluates her practice and she seeks the views of parents who complete yearly questionnaires.
- The childminder makes good use of the garden with park like facilities and other amenities in the local area. She plans a range of activities that helps children learn about the wider world beyond their own community.

It is not yet outstanding because:

- The childminder does not consistently encourage parents to contribute information to children's ongoing learning and assessment in the setting and at home.
- The childminder has not developed an ambitious programme to continually improve her professional knowledge, aimed at achieving exceptional outcomes for children.

What the setting needs to do to improve further

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

- encourage parents to contribute information to assessments about their child's development to help promote continuity for learning in the setting and at home
- establish a targeted plan for continual professional development to enhance teaching and learning to the highest level.

Inspection activities

- The inspector observed the quality of teaching during the inspection and evaluated the impact this has on children's learning.
- The inspector looked at children's records, policies and procedures, and evidence of the suitability of the childminder and other adults living and working in the household.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to the childminder, co-childminder and children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Jennifer Turner

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has robust policies and procedures to keep children safe and well, which she implements effectively. She is confident in describing the signs that may cause her to be worried about a child's welfare. The childminder knows the actions she would take in these circumstances. She keeps her safeguarding knowledge up to date through training. The childminder maintains good standards of safety in her home and on outings. This keeps children secure and helps them to learn about staying safe. The childminder regularly practises fire drills with children to ensure they know what to do in an emergency. The childminder occasionally works with an assistant. She ensures her assistant completes the mandatory training and that she is clear about her role and responsibilities.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of each child's developmental stage and needs. She and her co-childminder plan for children's learning effectively and use good teaching skills to adapt activities to keep children interested. Children are excited to go into the garden to explore and collect leaves as they learn about autumn. The childminder has a kind and caring approach and interacts purposefully with children during their activities. She supports children's language development well. Children enjoy singing nursery rhymes and listening to stories read by the childminder. Each child has a learning journal in which the childminder records observations of the children. The childminder recognises emerging gaps in children's progression swiftly and identifies targets to support children's learning further. She supports children who speak English as an additional language and obtains words in their home language from parents. The childminder uses electronic systems to translate different languages. This means she can support children effectively.

Personal development, behaviour and welfare are good

Children behave well. They listen to the childminder and respond well to her high expectations and the boundaries she sets, such as sharing and taking turns. The childminder regularly praises children, which promotes their emotional well-being effectively. Children learn to control their feelings and emotions and follow routines well. The childminder encourages them to look at their facial expressions in a mirror. In addition, children help when it is tidy-up time and know where to put the toys. Parents provide their children with a packed lunch and the childminder offers them health snacks and regular drinks throughout the day.

Outcomes for children are good

All children progress well from their starting points. They gain the skills they need to help them with the next stage in their learning and their eventual move on to school. Children learn how to be independent. Young children find their coats and shoes and try hard to put them on before going out to play. Children choose and select resources for themselves from the low-level storage units. They learn to manage their self-care needs independently. Children develop an understanding of how to keep themselves safe. They learn to walk up and down steps safely and learn about road safety during school runs.

Setting details

Unique reference number	EY368926
Local authority	Coventry
Inspection number	10069250
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	2 -
Total number of places	12
Number of children on roll	10
Date of previous inspection	12 December 2014

The childminder registered in 2008 and lives in Coventry. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder and occasionally an assistant.

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