

Childminder report

Inspection date	9 November 2018
Previous inspection date	16 May 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 each child, and what parents tell her, to plan effectively for their future learning. She challenges children successfully while she supports their play.
- The childminder continually shares information with parents in order to work in partnership and meet children's care and learning needs. She develops links with staff in other settings where children attend part-time in order to ensure continuity for them.
- Children are happy and settled. The childminder initially agrees a gradual settling-in procedure with parents in order to help them feel emotionally secure when care begins.
- The childminder provides a good variety of toys and activities that help children who are at different stages of development to build on their good handling skills. Young children know how to operate toys that have buttons and simple mechanisms.
- Children communicate confidently. The childminder provides good support for young children as they progress from using gestures and sounds to developing speaking skills.
- The childminder provides a good variety of textures and materials that encourage children's sensory exploration.
- Children make good progress in their mathematical learning. Older children enjoy playing games with the childminder that extend their understanding of numerals as labels for quantities.
- The childminder evaluates her practice successfully and ensures that she keeps her knowledge about early years issues up to date through proactive research and training.

It is not yet outstanding because:

- The childminder does not make the most of some opportunities to support children in finding things out for themselves and developing their own ideas, for example, while they are involved in art and craft activities.
- The childminder does not fully consider ways for supporting children's learning about similarities and differences, for example, with regard to different families, cultures and traditions.

What the setting needs to do to improve further

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

- extend opportunities for children to find things out for themselves and develop their own ideas
- build on current practice for supporting children's learning about similarities and differences, for example, with regard to different families, cultures and traditions.

Inspection activities

- The inspector observed activities as children played in the indoor play area and discussed teaching methods with the childminder.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector looked at evidence of the childminder's qualification and training and checked evidence of the suitability of all adults.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- 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 assesses and minimises risks in her home successfully. She is aware of the signs of abuse and neglect, and knows the duty to prevent children from being drawn into situations that put them at risk. The childminder is aware of the local child protection referral procedures to follow if she is concerned about a child. She ensures that she supervises children at all times. The childminder reviews her provision in order to identify any areas for improvement. She seeks advice from representatives of the local authority to help her in doing so. The childminder regularly completes and then plans training courses that enhance her practice, for example, one of the courses she will attend next is about play with natural materials. The partnership with parents is good. The childminder provides parents with information about her provision in a range of policies and procedures.

Quality of teaching, learning and assessment is good

The childminder challenges children well so that they acquire skills in order to reach the next steps in their learning. She supports older children's thinking and speaking skills well while she talks with them. For example, she asks open-ended questions and gives children time to put their thoughts into words before expecting a response. The childminder interprets very young children's non-verbal forms of communication well, while providing good support as they develop a vocabulary of single words. Children enjoy playing a game that involves using their good handling skills to pick up different coloured small pompoms with tweezers. The childminder encourages the children to count, name colours and shapes and compare sizes while they play.

Personal development, behaviour and welfare are good

Children enjoy their learning in a warm and welcoming play environment where they can choose from a very good variety of toys and activities. The childminder fully supports their independence and decision making. For example, she stores toys boxes on shelving in the playroom and attaches labels showing the picture and the name of the toy that is stored inside. The childminder boosts children's self-esteem effectively. She praises their efforts, achievements and positive behaviour. Children learn to share and take turns. The childminder promotes their good health well. She ensures that children are physically active and eat healthy food. Large physical play equipment in the childminder's garden provides challenge for children to develop good climbing skills.

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 interact with other adults and children at groups, helping to prepare them emotionally and socially for moving on. Children develop an understanding of how to keep themselves safe. For example, they learn the reason for practising the fire drill. They learn to manage their self-care needs and simple tasks for themselves, such as taking off and putting on their coats and shoes.

Setting details

Unique reference number	224299
Local authority	Coventry
Inspection number	10062289
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	14
Date of previous inspection	16 May 2016

The childminder registered in 1992. She lives in Coventry. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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