

Childminder report

Inspection date	10 January 2019
Previous inspection date	3 November 2015

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

This provision is good

- The childminder observes and assesses children's progress and plans for their future learning, using her good knowledge of each child. She challenges children effectively and they make good progress.
- The childminder is knowledgeable of the signs of child abuse and neglect and knows her responsibilities to protect children from harm.
- The childminder prioritises children's personal, social and emotional development. She builds close bonds with the children in her care. They are settled and happy and relationships are very good.
- Children enjoy looking at books. The childminder enhances their interest in books, stories and songs by providing props. Very young children search for books that link to their interests. For example, they look for books that show pictures of animals on the cover.
- The childminder provides a variety of toys and materials to encourage children to practise their handling skills and make marks in different ways. Young children are developing their use of a thumb and two-finger grip and they are learning to feed themselves with a spoon.
- The childminder keeps her knowledge about early years issues up to date, for example through online research and training.
- Parents are happy with the childminder's provision. They say that communication is good, that they are happy with their children's progress and that relationships between their children and the childminder are good.
- Information initially gathered from parents does not fully identify what their children already know and are able to do in order to fully support the childminder's initial assessment and planning for learning.
- The childminder does not fully consider ways to support children's learning about similarities and differences, for example with regard to families, traditions, cultures and beliefs.

What the setting needs to do to improve further

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

- extend the arrangements for gathering information from parents when children first start, in order to use this to help plan for children's future learning
- build on the current practice for supporting children's learning about similarities and differences, for example with regard to families, traditions, cultures and beliefs.

Inspection activities

- The inspector observed activities as children played in the indoor play area.
- The inspector observed an activity and discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's qualifications and training, and checked evidence of the suitability of all adults.
- The inspector looked at a selection of children's records, policies and procedures, and a range of other documentation.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the written views of 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. For example, she has decided that the large area of decking at the rear of her home is too slippery for children to play on or walk across to access other parts of her garden. The childminder makes other arrangements to ensure children benefit from outdoor activities, such as outings to parks, country parks and toddler groups. The childminder knows how to protect children from harm. She is aware of the procedures to prevent children being drawn into situations that put them at risk. The childminder reviews her provision in order to identify areas for improvement. She explains that her current priority is to make changes to her garden so that it can be used to provide learning opportunities for children throughout the year. She is one of a group of childminders who meet regularly and share early years knowledge. Information on the childminder's service is provided for parents in a full range of policies and procedures.

Quality of teaching, learning and assessment is good

The childminder uses her observations and assessments of children's learning to provide activities that challenge them successfully. She promotes children's learning well as she supports their play. The childminder effectively promotes very young children's emerging speaking skills while she looks at books with them. For example, she encourages them to develop their vocabulary of single words through naming the pictures, and she clearly repeats what the children say. The childminder provides sensory materials for children to play with that link to a short story about a frosty day. For example, young children explore the texture of silver tinsel. The childminder has made models of characters from the book, and young children are able to match these to pictures inside the book. Children enjoy moving to music. Very young children attempt to copy older children's movements while they 'bop' to the music.

Personal development, behaviour and welfare are good

Children play in a welcoming environment. They are happy and settled. The childminder initially arranges a gradual settling-in period with parents in order to help children feel emotionally secure when care begins. She continually supports young children's understanding of kindness and sharing while they play side by side. The childminder boosts children's self-esteem, for example through praising their efforts and achievements. Children develop an understanding of dangers and how to keep themselves safe, for example how to walk safely on pavements and how to look and listen before deciding if it is safe to cross the road.

Outcomes for children are good

Children are developing good skills that help them to be ready for the move on to pre-school and school. They are well prepared emotionally for moving on. For example, they interact with other adults and children sociably at groups. Children explore textures and make marks in materials, such as paint, sand and shaving foam. They enjoy opportunities to be creative while involved in activities organised at the local art gallery. Children learn to manage their clothing and self-care needs independently.

Setting details

Unique reference number	EY415160
Local authority	Coventry
Inspection number	10062282
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	3 November 2015

The childminder registered in 2010 and lives in Coventry. She holds an early years qualification at level 3. The childminder operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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