

Childminder report



Inspection date	23 January 2019
Previous inspection date	12 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 has made improvements to her provision since the last inspection. She has addressed all issues that were raised.
- The childminder effectively observes and assesses children's achievements. She provides activities and support that help every child to make good progress. The childminder provides good support for her assistant and they work together to ensure that children reach the next stage in their learning and development.
- The childminder keeps her early years knowledge up to date. For example, she attends training, obtains information through research online and acts on the advice offered by representatives of the local authority.
- The childminder is fully aware of her responsibilities to protect children from harm. She and her assistant keep their knowledge of the signs of abuse and neglect up to date.
- The childminder gives children's personal, social and emotional development a very high priority. Children's relationships with the childminder and her assistant are very good.
- Children develop good speaking skills. They enjoy singing, and when reciting short and simple rhymes with young children, the childminder leaves out rhyming words for them to say by themselves.
- Children develop good handling skills. Young children can complete an inset animal jigsaw puzzle and they are delighted when successful because the puzzle makes the sound of each animal.
- The childminder promotes children's learning about the natural world. They enjoy outings to a garden centre where they buy seeds. Children then plant, grow, harvest and eat vegetables and fruit, such as potatoes, peas and tomatoes.
- Information gathered from parents when children start does not wholly identify what their children know and can already do, in order to fully support initial assessment and planning for their learning.
- Links with other early years settings where children attend part time are not fully effective in sharing information to identify children's learning needs.

What the setting needs to do to improve further

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

- build on the arrangements for gathering information from parents when children first start, in order to use this to help plan for children's future learning
- extend the procedures for sharing information with other providers to identify all children's learning needs.

Inspection activities

- The inspector observed activities while children played in the indoor and outdoor play areas. She discussed teaching methods with the childminder and her assistant.
- The inspector spoke to the childminder, the assistant and children 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 or work in the household.
- The inspector looked at a selection of children's assessment records and planning, 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

The arrangements for safeguarding are effective. The childminder and her assistant assess and minimise risks in their home successfully. They know the local referral procedures to follow if they have a concern about a child. The childminder reviews her provision to identify areas for improvement. She identifies that a recent training course has helped her to support children who find building relationships difficult. The childminder uses information obtained through her membership of an association for early years workers to review her provision. She gains ideas for activities through links online with other childminders. Parents are very happy with the provision. They say that the childminder and her assistant are dedicated to meeting children's needs. They appreciate the wide range of activities and the time children spend playing outside. Parents say that playing in a happy environment helps children to develop self-confidence.

Quality of teaching, learning and assessment is good

The childminder supports children effectively so that they acquire skills and a capacity to learn. She offers very good support for young children as they build a vocabulary of single words and begin to put words together. Children engage in imaginative role play. Young children are beginning to handle baby dolls with care. The childminder talks with them about being kind and gentle. Children choose from a good variety of books. Young children select favourite ones to look at with the childminder and with her assistant. Children practise their good handling skills while they play with dough. The assistant encourages them to see and feel the textures they can create with rolling pins that have different patterns cut into them. The childminder challenges children to roll the dough flat, press their hand into it and then count their fingers.

Personal development, behaviour and welfare are good

Children behave well. The childminder and her assistant help to boost their self-esteem through praising their efforts and achievements and acknowledging their kindness and consideration for others. Children learn to share and take turns. Their emotional security is given a high priority. A gradual settling-in procedure that is agreed with parents in accordance with their child's individual needs helps to address this. The bond between both adults and the children is strong. Children develop an understanding of dangers. For example, they learn that they must look and listen before deciding if it is safe to cross the road. The childminder uses the knowledge gained from food hygiene training to help promote children's good health. She cooks fresh food daily and provides healthy snacks and meals.

Outcomes for children are good

Children develop good skills in readiness for the move on to pre-school and school. Friendships have formed among older children. They play together cooperatively and express themselves confidently. Children confidently make decisions about their play as they choose from the good variety of activities available to them. They learn to manage their self-care needs independently. Older children develop good pencil control. They learn to link sounds and letters.

Setting details

Unique reference number	EY498350
Local authority	Coventry
Inspection number	10085016
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	12
Number of children on roll	7
Date of previous inspection	12 June 2018

The childminder registered in 2016 and lives in Coventry. She holds an early years qualification at level 3. The childminder operates all year round, Monday to Friday from 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder's assistant is her husband.

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