

Childminder report

Inspection date	4 March 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 makes regular assessments of children's learning. She uses what she knows about children to plan effectively for their future learning. She promotes children's learning well while supporting their play. Children make good progress.
- The childminder is fully aware of her responsibility to protect children from harm. She is knowledgeable of the possible signs of abuse and neglect and knows the local referral procedures that she must follow if she has a concern.
- The childminder reviews her provision to identify strengths and any areas for improvement. She keeps her early years knowledge up to date in different ways, such as through training and online research.
- Children are emotionally secure. The childminder initially arranges visits for parents and children, and then short stays for children without their parents before care begins. This helps children to feel settled and receptive to learning. They are happy in the childminder's care and relationships are very good.
- The childminder provides a variety of toys and tools that give children opportunities to practise and develop their handling skills.
- The childminder encourages children to count, compare quantities and names shapes and colours while they play. She supports them in using mathematical language such as 'more', 'small' and 'big'.
- Information gathered from parents when children start does not wholly identify what their children know and can already do, to fully support initial assessment and planning for their learning.
- The childminder does not consistently give children time to think and then put their thoughts into words when questions are asked of them and in conversation.

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, to use this to help plan for children's future learning
- give children more time to think and put their thoughts into words when questions are asked of them and during conversations.

Inspection activities

- The inspector observed activities in the indoor play area.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection. She discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's training and checked evidence of the suitability of all adults living in the household.
- The inspector looked at 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 addresses children's welfare well. She identifies and successfully minimises potential risks in her home and garden. The childminder is aware of the duty to prevent children from being drawn into situations that may put them at risk of significant harm. She keeps up to date with early years issues, for example, through online communication with other childminders and information provided by representatives of the local authority. The childminder identifies priorities for improvement to her provision. Currently this is to put into practice the knowledge recently acquired while she attended training on using a screening toolkit to identify children with potential language difficulties. Parents share positive views about the childminder's provision. They say that their children are happy and that they make good progress.

Quality of teaching, learning and assessment is good

The childminder uses what she knows about children to challenge them effectively and ensure that they practise skills while involved in play activities that they enjoy. She provides a variety of opportunities for children to explore materials and textures, and for mark making. Children use their good handling skills to mould and squeeze dough. They choose and name the colour of the dough and make marks with cutters. These are in the shape of different animals, and children are able to name some of them. The childminder invites them to change the colour of the dough. They choose and mix two colours, add glitter and explore the texture while moulding the dough. The childminder challenges children to strengthen their thumb- and two-finger grasp, for example, through joining and pulling apart small construction bricks.

Personal development, behaviour and welfare are good

The childminder provides a welcoming environment. Children develop an understanding of danger and how to keep themselves safe. For example, they learn how to climb up and down stairs safely, why they must hold hands while walking on the pavement and how to cross roads safely. Children are settled, happy and behave well. The childminder's main strategy for managing children's behaviour is acknowledging efforts, achievements and positive behaviour with praise. Children share, take turns and show consideration for others. They learn to manage their self-care needs independently. The childminder provides ideas for parents on what to provide in their child's packed lunches. Children are physically active.

Outcomes for children are good

Children are developing good skills that help them to be ready for the move on to school. They separate happily from their parents on arrival and play cooperatively with their peers. Children confidently make decisions about their play. Older children learn to recognise their name in print and understand the link between letters and sounds. Their pencil control is developing as they begin to draw shapes and learn to write their names. They learn to count out quantities up to five and then progress on to 10. They are learning to use numbers to label quantities up to five.

Setting details

Unique reference number	EY544486
Local authority	Coventry
Inspection number	10096311
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	3 - 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Coventry. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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