

Childminder report

Inspection date	8 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

- Children make good progress. The childminder knows the children well and uses this knowledge to extend their play and learning.
- The childminder's nurturing relationship with the children in her care ensures they feel safe, secure, happy and confident.
- The childminder supports both children's interests and learning needs with the provision of appropriate resources and activities. For example, she provides specific resources to engage children in play which will support their developing handling skills.
- The childminder provides an engaging play environment. Children are positively encouraged to make their own choices and decisions.
- The childminder uses routine times of the day very well to support children to develop their independence and self-help skills.
- The childminder supports early language development very well. She is an excellent role model of spoken language and effectively adjusts her support for individual children.
- The childminder provides children with the opportunity to regularly access a range of experiences when they go out on visits, for example, to stay-and-play groups, the library, park and farm.
- The childminder reflects on her own practice. She identifies appropriate training and engages in professional discussions with other childminders.
- Parents provide extremely positive feedback regarding their children's care and progress. They mention the strong links between their children's learning with the childminder and their home learning.
- At times, assessment of learning does not consistently fully support planning for every child's future learning.

What the setting needs to do to improve further

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

- build on current good knowledge of using observation and assessment to enhance practice even further for planning for children's future learning.

Inspection activities

- The inspector observed and assessed the quality of teaching of children playing indoors.
- The inspector carried out a joint evaluation of a planned activity.
- The inspector looked at relevant documents, including evidence of the suitability of adults, policies and children's assessment records.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector took account of parents' views.

Inspector

Abi Ellis

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder is aware of her responsibility to keep children safe. She knows the signs to look for if children are at risk of abuse or neglect, and monitors their health and well-being. She knows the local procedures to follow if she is concerned about a child. Self-evaluation supports the childminder to continually review and adapt the provision to ensure she best supports the children in her care to make good progress. Parents say they are extremely happy with all aspects of the provision. They particularly like the range of experiences provided, the rate of progress made by their children and the focus given to working in partnership.

Quality of teaching, learning and assessment is good

The childminder's interactions with the children are of a consistently high quality. She notices and responds to all attempts at communication. The childminder uses a broad range of strategies to support the individual language development of children. For example, she supports very early language acquisition by repeating the sounds children make and introducing single words. Older children are supported to develop their conversational skills with simple sentences and questioning. Children select resources and activities independently, and the childminder engages in play with them. She extends their imaginative play by asking questions, and notices opportunities to develop their mathematical knowledge, for example supporting children to name shapes and count. The childminder notices children's interests and uses them to plan further learning, for example adding singing time to the daily routine in response to children's interest in rhyme and song. Children learn to sit in a group as they take turns to choose from the song box and begin to join in the singing with words or actions.

Personal development, behaviour and welfare are good

The childminder has adapted the environment and routine to support children's independence and self-help skills very well. A low surface in the kitchen enables even the youngest children to begin to be independent as they wash and dry their hands. At mealtimes, children are supported as they serve their own food, peel fruit, pour their own drinks and feed themselves. The childminder closely monitors children's play, and she intervenes when needed to support them to manage conflict. She supports them to develop their understanding of emotions as she encourages them to notice the feelings of others. Children's spontaneous interactions with materials and the environment are encouraged. For example, small-world farm play develops into a tactile experience as young children choose to remove their shoes and socks and walk on soil and straw.

Outcomes for children are good

Children are well prepared for the move on to pre-school or school. Visits out and to group activities support children to know how to behave in a range of social situations. Children have daily opportunities to hear stories. They identify their favourites and begin to re-tell familiar stories independently. Older children are supported to extend their learning, such as beginning to link the spoken and written word. Children eat a range of healthy foods and regularly engage in physical activity.

Setting details

Unique reference number	EY543149
Local authority	Coventry
Inspection number	10090211
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

The childminder registered in 2017. She lives in Radford, Coventry. The childminder operates Monday to Friday from 8am until 5pm, all year round, except for family holidays and bank holidays. She holds an early years qualification.

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