

Childminder report

Inspection date	3 May 2019
Previous inspection date	29 April 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 and her assistant form warm relationships with the children. The children are keen to engage in play with them, share their achievements, communicate their needs, and gain reassurance when needed.
- The childminder knows the children very well. She identifies appropriate next steps in their learning to support them to make good progress.
- The childminder plans stimulating adult-led activities. Children are eager to take part and new skills and vocabulary are introduced to extend their learning.
- The childminder ensures children are kept safe. She has a good knowledge of the signs of abuse, and effectively risk assesses the environment.
- The childminder regularly takes the children out on visits within the local area to broaden their knowledge and experiences. For example, they visit the museum, parks and woods.
- Children spend large parts of their time outdoors. They engage in physical play and learn about the natural world.
- Parents are positive about their children's experiences. They say their children's learning needs are well met, and clearly communicated to them.
- Resources made available indoors do not fully support older children to be consistently stimulated and challenged within child-led play.
- The childminder does not fully consider ways to support children to learn and find out about people, families, communities and traditions outside of their own experience.

What the setting needs to do to improve further

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

- build on existing teaching strengths to consistently provide stimulating and challenging play and learning experiences for older children when they are engaged in child-led play
- provide further opportunities for children to learn and find out about people, families, communities and traditions outside of their own experience.

Inspection activities

- The inspector observed and assessed the quality of teaching of children playing indoors and outdoors.
- 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, assistant 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 of abuse and neglect to look for and the procedures to follow if she is concerned about a child. The childminder effectively risk assesses the environment, activities and outings. She is a member of a professional association and identifies training to support her to develop her practice and maintain her professional knowledge. The childminder regularly observes her assistant to support him to develop his practice. The childminder values the views of parents. Their feedback is positive and they say their children are very happy in the childminder's care, and particularly enjoy the frequent visits to other places. They are happy with the resources provided to support their children's development.

Quality of teaching, learning and assessment is good

Adult-led activities support the children well to make good progress in their learning, for example, while children use play dough in a planned activity. Young children are supported to develop new skills, such as rolling it into a ball, while older children practise their counting. Children are encouraged to mix the colours and notice changes in the appearance of the dough. Children are eager to engage in play with the childminder and her assistant. They confidently engage in conversation about what they are doing, and the childminder and her assistant use these opportunities well to extend children's language use. Children are given time to respond and make themselves understood, and new vocabulary is modelled for them. Babies' vocalisations are responded to, or their sounds are repeated back, to encourage them to begin to use sounds to communicate. Their handling skills develop well as they spend time exploring textured materials.

Personal development, behaviour and welfare are good

Children confidently move around the childminder's home. In the garden children choose from a good variety of resources. They become engaged for sustained periods of time, for example, in mixing water with sand or observing the guinea pigs. Children's behaviour is good. The childminder supports children to learn about sharing and taking turns and she talks to children about being kind to one another. The childminder and her assistant consistently respond to children's needs and encourage children to listen to one another. The childminder supports children to develop good hygiene practices, for example, washing hands before eating. Food provided by the childminder is healthy and she talks to children about the importance of healthy meals as they help her to prepare lunch. Children are keen to help with food preparation and the organisation of plates and cups. They practise their counting skills while they help.

Outcomes for children are good

The childminder recognises the importance of preparing children for the move on to pre-school or school. They are encouraged to develop their self-help skills, such as finding and putting on their own coats and shoes. They begin to recognise the feelings of others, and respond positively to adult intervention. From a very early age children develop an interest in books and stories and ask to be read to. Older children develop their counting skills and begin to learn to recognise and write their own names.

Setting details

Unique reference number	EY466238
Local authority	Coventry
Inspection number	10075525
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 - 5
Total number of places	6
Number of children on roll	7
Date of previous inspection	29 April 2016

The childminder registered in 2013 and lives in Coventry. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

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