

Childminder report

Inspection date	8 May 2019
Previous inspection date	4 March 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 builds warm, close relationships with children. Children respond to her well and settle quickly, showing a sense of security in her care. She is kind and patient, and gives children time to think about what they enjoy doing. Younger children are given close physical care and reassurance. The childminder responds immediately to their physical care, to make them comfortable during the day. Children behave well and they learn to think about right and wrong from an early age.
- The childminder has positive relationships with parents, who report positively about the good quality of care for their children. They value the regular communication about their children's progress and mention 'good food and activities'. They also comment about the flexibility of the childminder and that she is very caring.
- The quality of the teaching is good. The childminder knows the children well. She establishes children's starting points and uses this information to plan activities that engage the different ages of the children. She extends activities for older, more-able children, while taking account of the needs of a younger age range. She uses children's interests to focus them on what they need to learn next.
- The childminder has a good understanding of safeguarding procedures and her responsibilities, should she have a concern about a child in her care.
- The childminder does not always take account of the full range of information that may support children to make the best possible progress.

What the setting needs to do to improve further

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

- extend further relationships with parents and other professionals to include more detail on any specific learning for the children so that they can make the best possible progress.

Inspection activities

- The inspector spoke with the childminder and children present and observed their interactions throughout the inspection.
- The inspector viewed all the areas of the home.
- The inspector looked at a range of documentation, including learning journals, records of assessment, a sample of policies and evidence of suitability checks.

Inspector

Yvonne Johnson

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of the signs and symptoms that may indicate that a child may be at risk of harm. She has researched information about the newer initiatives in child protection. She is up to date in her knowledge and understanding and would know how to respond if she had concerns about a child. She has relevant information that she can draw on to support her learning. The childminder reviews her practice and considers what she may do to improve her childminding in the future.

Quality of teaching, learning and assessment is good

Teaching is good. The childminder works in partnership with parents to obtain children's starting points. She uses what she knows about each child from her own assessments to plan for their next stage in learning effectively. She takes account of the different ages of the children present and tailors the activity so that all children can take part. For example, children's recent interest in spring has developed into an indoor 'bug hunt'. The children have a range of resources, leaves, different coloured bugs, plates and pincers, to handle the bugs. Younger children explore the colours and shapes, while older children learn to match colours and sort objects. They place the purple bugs on the purple plate and count how many. The childminder introduces new words to the children as they read books together and explore different birds and their names.

Personal development, behaviour and welfare are good

Children's physical, social and emotional needs are well met. The childminder is kind and provides regular praise and reassurance to the children, throughout the day. Her positive role modelling means that children learn to behave well and are beginning to develop respect for how others may feel. They learn to share and take turns. Children develop a high level of confidence and self-esteem. The childminder listens to what the children say and prompts them to think about what they already know or can do. She supports children to make choices in their play, using the available resources. Children develop their physical skills using the pincers to pick up small objects and they learn to mark make using a variety of big and small crayons, suitable for different ages.

Outcomes for children are good

Children make good progress from their starting points and acquire the skills they will need for their next stage of learning. They are beginning to gain an understanding of early mathematics and learn to count past five. Young children have space to move around unaided and develop their muscle strength. They are encouraged to practise their letter sounds and begin to form short sentences.

Setting details

Unique reference number	257517
Local authority	Warwickshire
Inspection number	10072726
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	4 March 2016

The childminder registered in 2001 and lives in Nuneaton. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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