

# Childminder report

<b>Inspection date</b>	20 June 2019
Previous inspection date	24 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 is aware of her responsibilities to minimise risks to children in the environment so that they play in safety. She takes steps to continually improve her practice through training and research. This provides her with up-to-date information about new initiatives in childcare, which supports children's well-being.
- Children's behaviour is very good. The childminder has high expectations of children and they learn about playing together, sharing and turn taking. They listen to each other and show an understanding of how others may feel. They begin to understand that their actions have consequences.
- The childminder is kind and caring. She takes time to respond to individual children's needs and provides positive reassurance and care when children need this support. Children respond warmly to her and they have developed close bonds that support their emotional well-being.
- Teaching is strong. The childminder is a good role model, she supports children's rapidly developing speech and language skills very well. Children make good progress in her care as they are confident and motivated learners.
- The childminder uses what she knows about children's progress to focus sharply on the skills they need to acquire to move them forward in their learning. The childminder provides interesting activities which challenge what the children already know, and helps them to build further on this and consider the wider world.
- Children learn about early mathematics. However, the childminder has not yet considered the importance of including numbers from zero so that children develop an understanding of all numbers.

## What the setting needs to do to improve further

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

- build further on children's mathematical abilities by providing more opportunities to recognise all numbers.

### Inspection activities

- The inspector spoke to the childminder and children, and observed their interactions at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during the inspection and evaluated the impact this has on children's learning. She also conducted a joint observation of an activity with the childminder.
- The inspector looked at relevant documents, including evidence of suitability checks. She checked a sample of policies and children's assessment records.
- The inspector viewed all areas of the premises.

### Inspector

Yvonne Johnson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of her role and responsibilities to safeguard children. She has attended training about newer initiatives in child protection that may indicate a child is more vulnerable to risk of harm. She is familiar with what to do should she have any concerns about a child in her care and how to report these to local agencies. The childminder is active in seeking the views of parents. She uses a questionnaire to obtain feedback, which she then reviews to look at any changes she can make to further improve the quality of the childcare she provides.

### Quality of teaching, learning and assessment is good

The childminder knows the children well. Accurate assessments of children's progress identify what skills they need to develop for their next stage of learning. The childminder successfully uses children's interests to plan a broad range of activities that engage and ignite children's curiosity. For example, the childminder has put photographs of children's family members on cups they use during play dough activities to help children build their understanding of what each family looks like. Children shout out who is who and recall when and where the pictures were taken. The childminder skilfully leads story time and introduces a wealth of language and words. Children confidently tell their own stories to the childminder and explain how to push the buttons at the correct time so that the noises support the story.

### Personal development, behaviour and welfare are good

Children receive continuous praise and they develop high levels of self-esteem. They learn about simple rules for playing cooperatively. They follow instructions and respond positively when spoken to by the childminder. Behaviour is very good. Children's physical development is well supported. Children take daily exercise through walks in the fresh air. The childminder attends local groups with the children where they can play and socialise with other children.

### Outcomes for children are good

Children make good progress from their starting points. They acquire the skills they will need for their next stage in learning and eventual move to school. Children learn to count and recognise colours. They develop their physical skills as they make play dough shapes and remove these from the moulds. They begin to learn to solve problems, such as how trains pass when there is only one track. Children begin to develop a love of books and literacy, and they understand that print has meaning.

## Setting details

<b>Unique reference number</b>	EY466542
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10106069
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	3 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	24 February 2014

The childminder registered in 2013. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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