

# Childminder report

<b>Inspection date</b>	4 July 2019
Previous inspection date	9 December 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 has warm, nurturing relationships with the children. Babies are keen to engage in play with her and seek her out for reassurance when needed.
- The childminder knows the children very well. She notices and responds sensitively to any changes in their mood or behaviour. She extends children's learning well as she supports and engages them in play.
- Children make good progress. The childminder observes children and assesses their progress. Any areas of concern are monitored closely and discussed with parents. The childminder plans activities to support children to achieve identified next steps in their learning.
- The childminder provides an engaging play environment indoors and outdoors. Children are encouraged to make decisions for themselves about what to play with.
- The childminder ensures her statutory training is kept up to date. She ensures children are kept safe in her care and enables them to feel confident and comfortable in her home.
- The childminder regularly takes the children out on local visits, such as to the park, soft play and woodland walks. This helps to broaden children's experiences and develop their self-confidence and social skills through their interactions with others.
- Parents are very positive about the care provided for their children. They say that the childminder provides a homely environment and they are confident their children are well cared for.
- The childminder does not consistently make the most of professional development opportunities to further develop her already good practice.
- The childminder's procedures for self-evaluation are not fully effective in obtaining feedback from parents to support her to further reflect upon and develop the provision.

## What the setting needs to do to improve further

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

- make the most of professional development opportunities to boost the already good teaching to a higher level
- build on procedures for gathering parental feedback to better support self-evaluation and ongoing improvements to the provision.

### Inspection activities

- The inspector observed and assessed the quality of teaching while children played 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 very aware of her responsibility to keep children safe. She is confident in her knowledge of the signs of abuse and neglect and knows the procedures to follow if she is concerned about a child. The childminding premises are safe and secure. The childminder identifies and effectively minimises any risks within the home environment and when she takes children on visits out. The childminder maintains her professional knowledge through membership of a professional association. She also meets regularly with other local childminders, to extend children's social experiences and to share good practice. The childminder effectively communicates information to parents about children's progress and development and offers additional support when appropriate.

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

The childminder uses her observations of children's ideas and interests to support and enhance her planning. Accessible boxes enable children to choose resources and books independently. The childminder supports early language development very well. She responds to babies' vocalisations and their attempts at communication both verbally and physically, with eye contact and gesture. She talks to babies as they play and learn, providing a commentary of their play and repeating key words. The childminder supports children to notice and learn about the natural world. For example, she encourages babies' observations as they notice the movement of a bird. When children develop their own enquiries, the childminder encourages them to think for themselves. When they ask how a poster on the sliding door has got inside the glass, the childminder encourages them to consider for themselves how that could have happened.

### Personal development, behaviour and welfare are good

The childminder is respectful and sensitive in her interactions with the children. She talks to them about what is happening, and notices and responds to how they are feeling, for example, when babies begin to demonstrate they are tired. Routine times of the day are used to enhance children's learning, such as naming body parts during nappy changes and counting fruit at snack time. The childminder has high expectations of children's behaviour and she ensures that they understand the reasons for the rules and boundaries she sets. Children begin to learn about keeping themselves safe and about good hygiene practices. They talk about road safety as they walk to school and know to wash their hands before eating. Food provided by the childminder is healthy. She talks to children about the importance of healthy foods and physical activity. The childminder teaches children about similarities and differences between themselves and others, and to respect and be kind to everyone.

### Outcomes for children are good

Children are well prepared for the next stage of their education. They are encouraged to develop their self-help skills, such as taking off and putting on their own coat and shoes. From an early age babies begin to enjoy looking at books with the childminder. Children begin to learn about counting and develop their vocabulary as the childminder plays and talks with them. Children access physical activity daily.

## Setting details

<b>Unique reference number</b>	EY388793
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10069251
<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>	0 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	9 December 2014

The childminder registered in 2009 and lives in Allesley, Coventry. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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