

Childminder report

Inspection date:

30 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The childminder offers children a warm, caring and inviting environment. She has built positive relationships with the children in her care and ensures their individual care needs are effectively met. Children are happy and secure. They form strong emotional attachments to the childminder, who is sensitive and nurturing. However, the childminder does not have a strong understanding of the different ways children learn and her teaching is not consistently good. This means that activities are not ambitious enough to ignite children's curiosity and help them to become engaged in purposeful learning. The childminder recognises where there are some gaps in children's development. However, she does not plan activities that are precisely matched to each child's needs to help close these gaps quickly. That said, the childminder does support some areas of children's learning better. Children are gaining good physical skills. They have many opportunities to play outdoors, and go on trips and visits in the local community. Children learn to manage risks and problem-solve as they negotiate space and manoeuvre wheeled toys around. The childminder interacts with children and joins in with some aspects of their play. She provides a range of resources that spark children's imagination. Children join in pretend play as they care for the dolls, play in the role-play kitchen and use the tools in the garden. Children's behaviour is developing relative to their age. However, there is scope for the childminder to focus even more on supporting the youngest children to regulate their own behaviours.

What does the early years setting do well and what does it need to do better?

- The childminder has not continued to meticulously review or recognise where improvements are needed in order to maintain high-quality across all areas of her practice. Although she has kept up to date with mandatory training, she does not focus her professional development on continually developing her knowledge, skills and teaching practice.
- The childminder completes detailed observations and assessments, and generally has a good overview of what children know and can do. However, she does not use this information to plan a curriculum that challenges and extends children's learning, so that they make consistently good progress.
- The childminder is a positive role model. She respects and values all children and their families. She provides a range of resources to help children learn about diversity and the world around them. Young children are becoming aware of others as they play. However, the childminder has not considered different strategies to help them develop their understanding of sharing.
- The childminder talks to children and uses stories, songs and rhymes to generally promote their communication and build on their language. However, she does not always repeat words clearly as children show emerging language. In addition, at times when quieter, less able children do not respond to her, she

does not focus her attention enough to fully promote all children's speaking and listening skills to the highest level.

- The childminder supports older children to gain skills in preparation for school. She helps them learn to recognise and write their names. She is also working with other settings that older children attend to provide consistency in their learning. However, younger children are not as well supported. For example, during creative activities, there is too much focus on the end result. At times, the childminder is very focused on encouraging young children to count and recognise colours, without considering what they are interested in or what else it is they may need to learn. This means children lose interest and are not provided with enough opportunities to freely explore media and materials, and to develop their own ideas for learning.
- Children's personal and emotional care needs are well met. The childminder recognises when children are tired and hungry and attends to their needs. She gives them cuddles and reassurance, which helps them to develop a real sense of belonging. The childminder encourages children to develop their independence. They are showing a good awareness of managing their own care needs. For example, they know to wash their hands before snacks and meals and they feed themselves well at mealtimes. Children have good opportunities to be physically active as they play with a range of tools and equipment outdoors.
- The childminder builds good relationships with parents. She shares ongoing information with them to help encourage learning at home. Parent feedback is extremely positive and they are very happy with the childminder's provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a suitable understanding of her responsibility to protect children from harm. She provides children with a safe and secure environment and teaches them an understanding of how to keep themselves safe. The childminder is alert to the different types of abuse, including wider safeguarding concerns. She knows the procedures to follow if she has any worries that a child may be suffering from abuse or neglect. The childminder generally keeps her knowledge up to date about changes in guidance and legislation. She ensures her policies and procedures are in line with current guidance.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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use observations and assessments to plan a varied curriculum that is precisely matched to each child's age and stage of development, to help them make better progress in their learning	20/12/2019
develop a stronger understanding of the characteristics of effective learning and provide experiences that build on younger children's curiosity for learning, enabling them to explore, have a go and find their own way of doing things.	20/12/2019

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

- promote children's communication and language even more effectively and identify further ways of how to support quieter, less able children to grow in confidence with their speaking skills
- enhance strategies used to help young children to self-regulate, and understand that some things are theirs, some things are shared and some things belong to other people
- monitor and evaluate practice more effectively to identify priorities for improvement and further ways to keep knowledge and skills up to date, to continually build on practice.

Setting details

Unique reference number	510515
Local authority	Coventry
Inspection number	10116009
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	19 March 2015

Information about this early years setting

The childminder registered in 1993 and lives in Coventry. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Emma McCabe

Inspection activities

- The inspector completed a learning walk with the childminder and discussed how her provision is organised and what experiences she offers for the children in her care.
- The inspector observed a range of activities and evaluated the quality of teaching and the impact on children's learning.
- The inspector held discussions with the childminder and considered parents' written views.
- The inspector looked at a sample of the childminder's documents. This included evidence of her suitability and training, and household members' suitability.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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