

# Childminder report

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Inspection date: 7 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides children with a caring and friendly environment. She offers children an array of experiences in her home and when out and about. The childminder joins up with other childminders and together they have developed a 'nature detective group'. She provides lots of opportunities for children to investigate, discover, find things out for themselves and learn about the natural world around them. The childminder's home is well resourced. She expertly sets out resources and engages in children's play with enthusiasm. This sparks children's curiosity and inspires their learning. Children enjoy exploring a range of materials such as leaves, pasta and conkers. They eagerly look for hedgehogs, using magnifying glasses. Children see pictures of themselves and excitedly recall going to the park to feed the ducks. They concentrate and show good coordination and muscle control as they handle tools and equipment to tip, pour and pick up materials. The childminder is an excellent role model. She is kind, caring and nurturing, and builds trusting relationships with children. She gets to know them well and ensures their individual care needs are met effectively. The childminder helps children to learn expected behaviours for their age. She is working hard to help children to understand and manage their own feelings and behaviours.

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

- The childminder is proactive in attending a range of training courses. She is continually looking at ways to enhance and update her knowledge and skills. The childminder has a good overview of her setting. She regularly evaluates her practice to identify ways she can continue to improve the experiences she offers to children. The childminder has identified that she would like to help children to learn more about experiences beyond their own community. She is looking at ways to encourage children and families to share their experiences of trips, visits and holidays to help children to learn about the wider world around them.
- The childminder completes comprehensive journals for the children and identifies their next steps for learning. However, there is scope for the childminder to use what she knows about children even more when planning activities, so that they are precisely focused on extending children's next steps to help them make even better progress in their learning.
- The childminder supports children's language exceptionally well. She engages in dialogue and gives a running commentary to help young children to develop their emerging language. Children are beginning to show an interest in books. The childminder reads to children and encourages them to talk about what they can see in the pictures. She uses instruments and props to encourage children to sing songs and nursery rhymes.
- The childminder helps children to develop the skills they need to build a solid foundation for their learning and eventual move to school. She provides exciting

opportunities for young children to make marks with paint, chalks and pencils. The childminder introduces counting to children during their play. She helps them to gain an awareness of basic mathematical concepts as she talks about 'big' and 'small', 'long' and 'short'. The childminder has created magnetic numbers to use with children when they are out and about, to develop their awareness of numbers.

- Children are confident and happy. They move around the childminder's home with ease and make choices in their play. The childminder recognises when children are tired, hungry and need their nappy changing. She ensures their individual dietary needs are taken into account. Children's independence is fostered well. They are encouraged to take their shoes off and participate in self-care routines, such as washing their hands and dressing and undressing. Children have lots of daily opportunities to be physically active.
- The childminder helps young children to share and take turns. She encourages them to use their manners and reinforces this to consolidate their learning. Children are beginning to develop their concentration and listening skills during activities. They develop their own ideas as they explore resources. The childminder praises children and celebrates their achievements. Children develop a real sense of belonging and they excitedly show off their work that the childminder has displayed around the room.
- The childminder works in partnership with parents. She regularly shares information with them to ensure continuity between home and the setting. Parents' comments are extremely positive and they are very happy with the care and learning their children receive.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder provides children with a safe environment. She completes risk assessments to ensure that any risks to children are identified and minimised to keep children safe in the home and when on outings. The childminder demonstrates a very good understanding of her responsibilities to protect children from harm. She ensures she keeps up to date with guidance and legislation. The childminder is alert to the signs and symptoms of abuse. She is aware of wider safeguarding issues that children may be exposed to. The childminder has clear policies and procedures in place. She is confident of the action to take should she be concerned that a child may be at risk of harm.

## What does the setting need to do to improve?

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

- continue to use children's next steps in learning to plan a highly ambitious curriculum that helps children make optimum progress in all aspects of their

learning

- continue to build on the experiences offered to children to help them to develop further understanding of people, places and traditions beyond their own experiences.

## Setting details

<b>Unique reference number</b>	EY424668
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10062284
<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>	1 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	6 November 2015

## Information about this early years setting

The childminder registered in 2011 and lives in Coundon, Coventry. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Emma McCabe

### Inspection activities

- The inspector had a tour of the premises and discussed the childminder's organisation of her setting and how she supports children's care and learning.
- The inspector observed the quality of the childminder's teaching during a range of activities and assessed the impact on children's learning.
- The inspector completed a joint observation with the childminder and discussed her evaluation of the activity.
- The inspector spoke to the childminder at appropriate times and interacted with children during the inspection.
- The inspector looked at parents' written feedback and took account of their views.
- The inspector viewed a range of documentation, including evidence of the suitability of household members, training certificates and children's assessments records.

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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