

# Childminder report

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Inspection date: 15 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

Children's emotional well-being is a high priority. The warm and caring approach of the childminder supports them well. Children are happy and secure. They are confident to explore the environment, knowing that the close bond with the childminder keeps them safe. The childminder has high expectations for children to do well in her care. Interesting activities introduce children to new ways to learn. They use their physical skills as they post objects through cardboard tubes. Children smile as these fall through and they watch with interest where they land. They learn to kick a ball with direction and run after it as it moves across the floor. Children begin to play simple games, such as hiding the ball behind their back as the childminder hunts for the ball. They become excited and inquisitive to learn. The childminder provides good support for children's emerging vocabulary. She listens to the children and repeats words back to them. Children hear lots of language throughout the day. Children make choices in their play. They select from a variety of books and sit with the childminder to look at these. Children learn about good behaviour from an early age as the childminder teaches them what is right and wrong. She provides praise and reassurance, which supports children's high self-esteem.

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

- The childminder has a clear focus on what each child needs to learn to move them forward to their next stage of learning. She knows the children very well. A precise assessment of children's development means that she plans a broad curriculum effectively. This drives children's progress so that they acquire the skills they will need for future learning.
- Teaching is good. The childminder is flexible and adapts activities to take account of the different ways children learn. Children explore the different sounds they make, such as 'bang, bang' when they tap their hands on a chair. They push the buttons on toys and listen. They begin to vocalise the sounds they hear. The childminder talks to the children as they push their 'favourite' buttons over and over again. She repeats the sounds they make and children laugh. Children are motivated learners, who develop good levels of self-confidence. The childminder speaks to them at their level, so they clearly hear her words. That said, on occasion, the childminder misses opportunities to support children's emerging vocabulary. The childminder begins to introduce early mathematics in everyday experiences. She counts with children as they play.
- Good relationships with parents form when children start. The childminder obtains good information about what children know and can do. Close links to other settings that children attend help to provide a consistent approach to children's learning. An assessment of the progress check for children aged

between two and three years is shared with parents. This identifies any gaps in a child's learning at an early stage, which enables the childminder and parents to seek timely intervention to support children's learning.

- Children begin to learn about our diverse community and the wider world. They regularly attend local groups, where they play and socialise with other children. They also visit the library, where they can access a wider range of resources. That said, the childminder does not always consider the range of different families that children may experience in our society.
- Good hygiene is encouraged. Children begin to learn at an early age the importance of their own personal care. The childminder talks to children as she helps them to keep healthy and she takes particular care to regularly wipe their noses. She provides healthy snacks, which supports children's good health. Children have an active time. They have opportunities for physical play. For example, children can climb and explore soft-play equipment on visits out.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a very good understanding of the signs and symptoms that may indicate a child is at risk of harm. She uses online research and training to keep her knowledge of local procedures up to date. She is clear about where and to whom any concerns must be reported, without delay. A daily assessment of risk at the premises helps to reduce risks to children and keep them safe. For example, the childminder identifies risks and takes action to minimise these. The childminder's home is secure and only accessible with the childminder's permission.

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

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

- develop practice for raising children's awareness of different families in our diverse community
- enhance opportunities for children to develop their emerging vocabulary.

## Setting details

<b>Unique reference number</b>	EY310082
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10062304
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	17 June 2016

## Information about this early years setting

The childminder registered in 2005 and lives in Coventry. She operates all year round from 7.45am 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

Yvonne Johnson

### Inspection activities

- An observation of a planned activity was evaluated with the childminder. This considered the quality of the teaching and the impact this has on children's learning.
- During the inspection, the inspector spoke to the childminder and children present. She observed their interactions throughout the visit.
- The inspector sampled a range of documentation, including children's assessments. She also viewed suitability checks on adults living at the premises and a sample of policies and procedures.
- A tour of the premises was completed and the childminder discussed how she conducts risk assessments of the environment.

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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