

# Childminder report

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Inspection date: 20 November 2019

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<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 a warm and welcoming environment. She observes, assesses and plans well to challenge children and ensure they make good progress. The childminder supports children effectively so that they acquire skills and a capacity to learn. Children are happy and settled. They behave well, and the childminder offers good support as they learn that some things are shared. She gives children's personal, social and emotional development a high priority. The childminder organises a gradual settling-in period with parents in accordance with children's different needs. This helps them to feel emotionally secure when care begins. The childminder offers praise for children's efforts and achievements, which helps to boost their self-confidence. Children express their wants and needs confidently. They choose songs to sing with the childminder and a favourite is about animals that live on a farm. They play with the toy farm and the childminder challenges them to find the animals that they sing about. Very young children can make the sounds that the different animals make, and they repeat the childminder's words when she names the animals. Children count while they play and use mathematical language, such as 'one more'. The childminder challenges them to sort and match toys by colour.

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

- The childminder ensures that children's learning builds well on what they already know and can do. Children develop good skills that help them to be ready for the move on to pre-school and school. They are prepared well emotionally and socially for moving on, for example, they interact with other children and adults at groups.
- Children make good progress in their communication and language development. The childminder provides good support as very young children acquire a vocabulary of single words and begin to use simple sentences. Children engage in conversation with her and tell her about activities with their families.
- The childminder supports children in exploring different materials and making marks in different ways. For example, very young children notice the marks that the wheels on toy cars make when they manoeuvre them through flour. Older children use their fingers to draw lines, circles and shapes.
- Children are physically active. The childminder organises obstacle courses in the garden and takes children to soft-play centres where they play on equipment that helps them to develop skills and confidence. She encourages them to make decisions about taking appropriate risks while climbing.
- Children practise their handling skills in a variety of ways. The childminder provides inset jigsaw puzzles and toys with buttons and switches. To help children develop a thumb and two-finger grip on writing materials she organises

games that include picking up objects with tongs or tweezers. However, the childminder does not consistently encourage children to keep on trying and have a go for themselves when they encounter difficulties. For example, they play with toy clowns that clip together and when they are not immediately successful, the childminder does it for them.

- Children develop an understanding of dangers and how to keep themselves safe. They know why they must hold hands while walking on the pavement and they learn how to cross the road safely. The bathroom is on the first floor and the childminder teaches children how to climb up and down stairs safely.
- The childminder generally encourages children to develop independence, including managing their own hygiene and personal needs. They learn to manage simple tasks, such as putting on their shoes and coats. However, she does not fully support children in making independent, spontaneous decisions about their play. The childminder provides a good variety of toys and activities, but she has not devised a way of letting the children know what is available for them.
- The childminder evaluates her practice and ensures that she keeps her knowledge about early years issues up to date through proactive research and training. Parents are very happy with the provision. They comment positively on their children's progress and how happy the children are. Parents say that communication is good, and they appreciate the daily diary.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder completes training to keep her child protection knowledge up to date. She is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. The childminder is aware of the duty to prevent children being drawn into situations that put them at risk. She makes sure that her house and garden are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. The childminder identifies and successfully minimises potential risks in her home.

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

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

- extend practice for encouraging children to keep on trying when they encounter setbacks
- extend opportunities for children to make more independent, spontaneous decisions about their play.

## Setting details

<b>Unique reference number</b>	EY355287
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10062275
<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 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	27 July 2015

## Information about this early years setting

The childminder registered in 2007. She lives in Coventry. The childminder holds an early years qualification at level 3. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Jan Burnet

### Inspection activities

- The inspector observed children playing in the indoor play area. She observed activities planned by the childminder and discussed teaching methods with her.
- The inspector spoke to the childminder and children at appropriate times through the inspection.
- The inspector looked at evidence of the childminder's qualification and training and checked evidence of the suitability of adults living in the household.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector took account of parents' views about the provision.

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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