

Childminder Report

Inspection date

21 September 2016

Previous inspection date

22 January 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the 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 made good progress since the last inspection. She has secured her understanding of the prime and specific areas of learning and enriched the range of activities she provides for children. The childminder makes the most of opportunities to share with and involve parents in their children's learning.
- Children are happy and form strong bonds with the childminder. They turn to her for reassurance and are nurtured with warmth and affection, helping them to settle quickly.
- Children behave well and the childminder is a good role model. She offers regular praise and encourages children to learn to share and take turns as they participate in games.
- Well-established partnership working with the local school helps children to be ready for the move when the time comes. The childminder exchanges information with parents and other professionals so that children are provided with continuity in care and education.
- Parents truly appreciate the childminder. They are keen to express their opinions and say 'I have total confidence that my child is safe and well looked after' and 'My child has become a confident and bright child mainly due to the love, time and effort the childminder has shown him.'

It is not yet outstanding because:

- The childminder does not provide enough opportunities for children to learn about or use technology.
- Children are not always encouraged to lead their play and extend their learning experiences.

What the setting needs to do to improve further

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

- find more ways for children to develop their understanding of technology and find out how things work
- encourage children to become more confident to share their ideas, initiate their play and extend opportunities to help them make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector and childminder reviewed observations, assessments and planning records and discussed the children's progress and achievements.
- inspector reviewed evidence of the suitability and qualifications of the childminder and looked at her self-evaluation, risk assessments, and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from the written testimonials obtained by the childminder.

Inspector

Lucy Showell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has completed recent training and shares her refreshed knowledge with her co-childminder. She understands her responsibility to protect children in her care and the procedures to follow should she have a concern. The childminder and co-childminder work well together. They observe each other's practice and provide constructive feedback. The views of parents, children and other professionals are also taken into consideration when reflecting on the quality of the provision. There are clear plans in place and the childminder takes action to make ongoing improvements. The childminder has a wealth of experience and prioritises the care and nurturing of the children, providing a safe, secure and homely environment. She closely monitors the educational programmes. This helps her to identify and address any gaps in children's learning and provide the appropriate support.

Quality of teaching, learning and assessment is good

The childminder gathers key information from parents about what children already know and can do when they start at the setting. She builds on this, making her own observations and assessments, which help her to plan activities for the next stages in learning for each child. The childminder gets to know the children well and follows their changing interests when providing and adapting activities. For example, a few weeks ago the childminder used a train set but now uses superhero figures to encourage children's understanding of colours and counting. Children's language development is supported well by the childminder. She constantly talks to the children, asking questions to make them think. Children enjoy chatting with her and learning new words as they play.

Personal development, behaviour and welfare are good

Children develop a strong sense of belonging in the childminder's home. They are familiar with the resources available and the daily routines. The childminder works closely with parents to identify individual children's needs. This helps her to organise experiences to match those at home. The childminder takes care of young children's personal needs and helps older children to learn about healthy lifestyles and follow good hygiene practices. For example, she sensitively asks and reminds children to use the toilet and encourages them to understand when and why they need to wash their hands. Children have good opportunities to enjoy the fresh air and play outside in the garden. They are also taken out to parks and places of interest helping them to learn about the local environment and the world around them.

Outcomes for children are good

Children make good progress from their starting points and gain the key skills they need in preparation for moving on to nursery and school. They display positive attitudes towards learning and are happy, safe and secure. Older children learn to be considerate to others. They are encouraged to select and give toys to younger children and to show them what they are doing. Younger children value this experience as they try to copy and play nicely next to one another.

Setting details

Unique reference number	201340
Local authority	Warwickshire
Inspection number	1042570
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	13
Name of registered person	
Date of previous inspection	22 January 2013
Telephone number	

The childminder was registered in 1991. She works with a co-childminder and operates all year round from 6am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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