

Childminder report

Inspection date	18 October 2018
Previous inspection date	10 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The childminder is well organised. She has a sound understanding of her responsibility to safeguard children. She effectively implements a range of records, documents and policies. This helps her to promote children's safety and welfare well.
- The childminder makes use of her settling-in process to get to know children well and find out about their family lives. Children are happy and content in her care. They build positive relationships with the childminder and are keen to include her in their exploration and play.
- The childminder fosters positive behaviours and she is a good role model. Children behave really well, they are extremely polite, and they enjoy the responsibility of small tasks, such as helping to prepare lunch.
- The environment is welcoming and well-resourced. This helps children to engage in various age appropriate activities that promote different aspects of their development.
- Overall, the childminder is a good teacher. She assesses children's development well and plans for their individual next steps in learning. All children make good progress.
- Partnerships with parents are established. The childminder shares detailed two-way information about children's care and learning between the setting and home. This helps to promote good continuity.

It is not yet outstanding because:

- The childminder does not always organise group activities as well as possible, particularly story and singing sessions. There is scope to further expand pre-school children's understanding of the importance of listening and maintaining attention to help them concentrate at the highest level when required.
- The childminder does not make the best use of self-evaluation to help raise the overall quality of the provision to outstanding. This is because she does not consistently put in place the most ambitious targets for future development.

What the setting needs to do to improve further

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

- review the organisation of some group activities and expand pre-school children's understanding of the importance of listening and maintaining attention to help them concentrate at the highest level when required
- develop further the use of self-evaluation and put in place even more ambitious targets for the future to help raise the overall quality of the provision to outstanding.

Inspection activities

- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder.
- The inspector looked at the documents available, including relevant records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector spoke to children and sought the views of parents from the written evidence provided.

Inspector

Josephine Heath

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder can identify a broad range of signs and symptoms of child abuse and knows how to manage different types of concerns. The premises is safe and secure. The childminder conducts daily safety checks and thorough risk assessments. This helps to ensure that all areas, toys and equipment are suitable for use. The childminder accesses training, conducts research, goes to provider briefings and networks with other childminders. This helps her to develop practice ideas and keep her skills up to date. Overall, this has a positive impact on the quality of care and education she provides.

Quality of teaching, learning and assessment is good

The childminder fosters children's learning through a balance of adult-led and child-initiated play. The curriculum is broad, interesting and suitably challenging. For example, the childminder provides children with opportunities to be creative. They have fun decorating gingerbread men and building in the sand. The childminder models how resources can be used, provides help and support as needed and praises their efforts. Children eagerly choose to engage in imaginative play with role-play cookery equipment and baby dolls. The childminder comments on what they are doing, asks questions that promote their thinking and encourages them to share their ideas. The childminder has a good overview of the progress children make. She uses this information particularly carefully to highlight and begin to close any achievement gaps. This helps all children to continually progress well.

Personal development, behaviour and welfare are good

The childminder ensures children's care needs are well met. She promotes their independence from an early age. Children put on their own coats and shoes and wash their hands with minimal support. The childminder encourages healthy eating and helps children learn about the benefits of eating really well. The childminder also fosters physical activities. Children enjoy playing a range of active games outside, including being chased by the childminder, balancing objects on spoons and throwing hoops on to targets. The childminder promotes respect, acceptance and tolerance in her home. She helps children find out about different religions and cultures. She encourages children to explore and celebrate their differences.

Outcomes for children are good

Children are developing all the skills they need for the next stage of their learning and the eventual move on to school. Children are motivated learners. They are confident, curious and inquisitive. Children develop good social skills. They play well with others and can share and take turns with minimal support. Children communicate effectively. They clearly express their wants, needs and interests. They also readily share their thoughts and ideas. Children enjoy learning about the world. They are keen to find out about animals, plants, natural and found objects in the outdoor environment. Pre-school children are beginning to develop skills in literacy and mathematics. They can identify letters and simple shapes. They can make patterns and count up to 10.

Setting details

Unique reference number	201418
Local authority	Warwickshire
Inspection number	10066564
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	10 July 2015

The childminder registered in 1981 and lives in Tamworth, Staffordshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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