

Childminder Report

Inspection date	10 November 2017
Previous inspection date	22 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 well-qualified childminder is committed to improving further her professional skills and knowledge. For example, she attends courses regularly and updates her knowledge to build on her teaching skills. Recent training has helped her to identify further ways to enhance children's mathematical understanding.
- The childminder checks children's progress regularly and uses her observations of children's play to identify the skills they need to develop further. This helps children to achieve success in their learning and progress well.
- The childminder provides a good range of opportunities for children to develop their understanding about the world they live in, and they learn to value themselves and each other. For example, children learn rhymes in different languages and find out about different types of food people enjoy around the world.
- The childminder and her assistant are good role models. They manage children's behaviour well and help them develop a clear understanding of what is expected. Children behave well, learn to share, take turns and manage their feelings.

It is not yet outstanding because:

- The childminder does not recognise when to adapt activities to enhance children's learning and further support their individual learning styles.
- The childminder has not fully considered how to help children gain an even better understanding of the importance of eating healthily.

What the setting needs to do to improve further

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

- recognise when to adapt activities to support children's spontaneous ideas and help them to expand their understanding and skills even further
- provide more opportunities for children to learn about the importance of healthy eating.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and her assistant at appropriate times during the inspection.
- The inspector and the childminder observed an activity and discussed it together.
- The inspector looked at relevant documentation, including suitability checks, policies and children's records.
- The inspector took account of parents' views.

Inspector

Anne Clift

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a secure knowledge of how to keep children safe. They have a clear understanding of the process to follow should they have any concerns about a child's well-being. The childminder works well in partnership with parents to support children's learning at home. She has good links with other early years settings that children attend and ensures a continuous approach to children's care, learning and development. For example, they share information about children's progress and work towards the same learning goals. The childminder reviews her provision accurately and focuses on making ongoing improvements to her practice. She provides her assistant with effective support and training opportunities to secure good outcomes for children.

Quality of teaching, learning and assessment is good

The childminder and her assistant are skilled in helping young children develop their early communication and language. For example, they interact well with children and add new words as they play to help them extend their understanding of vocabulary. The childminder and her assistant help children to use their literacy skills. Young children enjoy handling books and show interest in the illustrations. They benefit from many opportunities to practise their mark-making skills, and enjoy painting and drawing. The childminder and her assistant support children's mathematical understanding as they play. For example, they encourage older children to complete simple calculations, and find one more and one less as they construct towers with blocks.

Personal development, behaviour and welfare are good

The childminder and her assistant effectively support children's self-esteem and emotional security. Young children explore confidently, make decisions in their play and build close relationships with them. Children benefit from opportunities to complete tasks for themselves and develop their independence. Older children learn to manage their toileting needs and babies recognise their physical needs, such as seeking comfort when they are tired, and accessing drinks.

Outcomes for children are good

Children are motivated to learn and develop a good foundation for their future learning. Babies focus as they carefully stack blocks to build towers and enjoy knocking them down. They progress well with their physical development and demonstrate good hand-to-eye coordination as they throw objects at a selected target and invent their own games. They learn to use scissors to cut paper and tools to shape dough. Children are motivated to use their imaginations and enjoy a range of role-play opportunities, such as acting out different roles from favourite stories.

Setting details

Unique reference number	201461
Local authority	Warwickshire
Inspection number	1103062
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	10
Number of children on roll	6
Name of registered person	
Date of previous inspection	22 October 2014
Telephone number	

The childminder registered in 1992. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant early years qualification at level 4 and works with an assistant.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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