

Childminder Report

Inspection date

2 August 2016

Previous inspection date

16 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 sufficient progress since her last inspection to improve the quality of her provision. She has developed further her system to track children's level of achievement. She uses this information to plan learning experiences that meet children's individual needs.
- The childminder gains information from parents about children's learning at home and observes them as they play to identify their emerging needs. She uses this information to plan a wide range of interesting experiences that children enjoy and learn from. Children make good progress from their starting points in readiness for school.
- Children are happy and settled in the childminder's home. Their individual needs are well met and the childminder shares information daily with parents to help her achieve this. Parents are very pleased with the care and learning opportunities that their children receive.
- The childminder has effective links with other local childminders and completes training to keep up to date with legislative changes. This helps her to promote good outcomes for children.

It is not yet outstanding because:

- The childminder does not always give children enough opportunities to express their understanding of what they know. At times, she is too quick to answer the questions she asks them before they have had time to respond.
- The childminder does not evaluate her teaching sufficiently enough to raise the quality of the provision to the highest level.

What the setting needs to do to improve further

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

- give children the opportunity and the time that they need to process their thoughts and respond with their answers
- sharpen the focus on improving teaching and increase the potential to deliver the highest-quality provision and even better outcomes for children.

Inspection activities

- The inspector looked at those parts of the childminder's home used for the care of children. She spoke with the childminder and children at appropriate times during the inspection.
- The inspector observed teaching and learning activities in the indoor environment. She carried out a joint evaluation of an activity with the childminder.
- The inspector looked at a range of documentation, including a sample of policies, procedures and children's records.
- The inspector checked evidence of the childminder's training and of the suitability of all adults living on the premises.
- The inspector discussed the childminder's self-evaluation and reviewed written feedback from parents.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a clear understanding of her role and responsibility to safeguard children. She attends training and is confident about what she should do to report any concerns she may have. The childminder ensures that her assistant keeps up to date with changes and maintains her first-aid qualification. The childminder monitors children's progress and works closely with parents and other professionals to swiftly address any gaps in their development. The childminder shares information about children's progress with the other settings that they attend to ensure that she complements their learning and protects their well-being.

Quality of teaching, learning and assessment is good

Children have lots of opportunities to investigate, explore and be creative as they make choices from a wide range of interesting activities that is available to them. For example, they fill and pour containers with play sand, manipulate and mould play dough and engage in role play. The childminder interacts well with the children. She gets down to their level while actively encouraging their involvement in activities, inspiring their engagement and motivation. Consequently, children are keen learners who are interested and engaged in activities. Children actively participate in story time with the childminder. Younger children link pictures with words and copy the sounds that they hear. Older children begin to recognise letters of the alphabet and the sounds that they represent. Children's emerging literacy skills are well promoted in readiness for school.

Personal development, behaviour and welfare are good

Children are happy, confident, self-assured and make their needs known. The childminder knows the children and their family backgrounds well. She tailors experiences to ensure each child's care and learning needs are met effectively. Children develop appropriate skills to take care of their own needs, relative to their age. The childminder is a good role model and children are learning to take turns and build friendships. She helps children to develop their social skills as she takes them to playgroups to mix with others. Children are beginning to understand the effect that their behaviour can have on others. The childminder praises children frequently, helping to build on their confidence and self-esteem. Children learn about healthy lifestyles as they regularly go to the local parks for fresh air and enjoy opportunities to use large-play equipment. The childminder teaches them about safety while encouraging them to take controlled risks and learn new skills.

Outcomes for children are good

Children are making good progress from their starting points. They are inquisitive and creative learners. Children confidently move around the playroom and select resources for themselves. They are sociable and enjoy learning through play. Children develop a love of books and handle them with care. Older children can identify letters in their names. Young children are building a good understanding of mathematical concepts. Children are developing the key skills they need for the move on to the next stage in their learning and to school.

Setting details

Unique reference number	201595
Local authority	Warwickshire
Inspection number	1042560
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	10
Name of registered person	
Date of previous inspection	16 January 2013
Telephone number	

The childminder was registered in 1992 and lives in Rugby, Warwickshire. The childminder works occasionally with an assistant. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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