

Childminder report

Inspection date	13 May 2019
Previous inspection date	21 July 2016

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

This provision is good

- The childminder creates a warm and welcoming environment. Children arrive happily and are eager to begin playing.
- Children confidently move around the childminder's home. They make independent choices about what to play with, and where to spend their time.
- The childminder knows the children very well. She has an effective system for observing, assessing and monitoring children's learning and development. Children make good progress in her care.
- The childminder provides an engaging play environment. She plans activities to meet children's interests and stage of development.
- The childminder supports children's early language development very well. She responds to all attempts at communication, encouraging young children to use their developing skills.
- The childminder has a good awareness of her responsibility to ensure children are kept safe. She thoroughly risk assesses the environment and activities that she offers to children.
- The childminder provides children with a broad range of experiences outside the setting. For example, she regularly takes them on visits, such as to age-appropriate groups, parks, farms and places of interest.
- The childminder communicates well with parents. They are extremely positive about their children's experiences in the childminder's care. Parents notice the positive impact that she has on their children's development and progress. They also value her flexibility and the range of experiences she provides for their children.
- The childminder does not fully consider ways to support children to learn and find out about people, families, communities and traditions outside of their own experience.
- The childminder does not sharply focus her professional development on further enhancing her teaching practice. For example, she has not fully considered how to provide rich and imaginative opportunities for children to use and explore a wide range of varied resources and materials.

What the setting needs to do to improve further

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

- provide further opportunities for children to learn and find out about people, families, communities and traditions outside of their own experience
- further target plans for professional development and focus more sharply on enhancing teaching practice to help raise the already good-quality teaching practice to the highest level.

Inspection activities

- The inspector observed and assessed the quality of teaching of children playing indoors and outside.
- The inspector carried out a joint evaluation of a planned activity with the childminder.
- The inspector checked evidence of the suitability of the childminder and those living in the household. She also looked at relevant documents, including policies and children's assessment records.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector took account of parents' views from the written evidence provided.

Inspector

Abi Ellis

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good awareness of the signs of abuse and neglect and knows the procedures to follow if she is concerned about a child. She effectively risk assesses the home environment as well as any risks children may come into contact with while on their regular visits out. The childminder ensures all required training is kept up to date, such as safeguarding and first aid. She meets regularly with other childminders and is a member of online childminding groups. This supports her to keep her early years knowledge up to date. The childminder reflects on the quality of the provision. She has plans in place to continually develop practice. This helps her to maintain good standards.

Quality of teaching, learning and assessment is good

The childminder enhances learning as she engages in play alongside the children. For example, as children initiate play with a small phone box the childminder supports them to find toy mobile phones to extend their understanding and encourage further interaction. This enables children to play alongside one another with similar resources. Furthermore, as children choose to experiment with a large ball-run the childminder supports and extends their thinking. She guides young children to be able to use the toy, such as pressing a button, and encourages them to persevere to find balls when they appear to have disappeared. The childminder supports children's early language development and vocabulary very well. She describes what is happening as children play, and rephrases and repeats back what children say. She gives children adequate time to express themselves and make themselves understood.

Personal development, behaviour and welfare are good

The childminder's individual settling-in procedure supports children to feel comfortable in her home. The childminder has high expectations of children's behaviour and she consistently models respectful listening and positive interactions with one another. She teaches children how to share and take turns. The childminder helps children to notice the world around them, such as when she draws their attention to the sound of an aeroplane or shows them a bird in the garden. This helps them to learn to respect the environment and the things in it. Children begin to learn how to keep themselves safe. The childminder talks to them about the importance of road safety. For example, on the walk to school younger children understand they need to hold on to the pushchair, and older children walk carefully in front of the childminder in pairs.

Outcomes for children are good

Children are well prepared for the move on to pre-school or school. They develop their independence and self-help skills from an early age. For example, they fetch toys they want to use from another room and begin to manage their shoes independently. Children enjoy visits out and about with the childminder in the local environment and to toddler groups. This helps to build on and support children's self-confidence and interpersonal skills. Children develop good literacy and mathematical skills. They enjoy stories and songs and develop their counting skills as they play. Pre-school children also begin to learn to recognise and write their own names.

Setting details

Unique reference number	201610
Local authority	Warwickshire
Inspection number	10072481
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	21 July 2016

The childminder registered in 1994 and lives in Hampton Magna, Warwickshire. She operates her provision all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3.

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