

Childminder Report

Inspection date

1 June 2015

Previous inspection date

22 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. The childminder plans fun activities that relate to children's interests and she uses story books to support and extend their learning.
- The childminder effectively supports children in learning self-care skills. She is warm and sensitive in her approach to toilet training and, as a result, their emotional security is enhanced.
- Children are praised and rewarded by the childminder for their achievements. They choose stickers to put on their reward charts for using the toilet, and receive verbal praise from the childminder for making strawberries from play dough. Therefore, children are extremely confident and feel good about themselves.
- Partnerships with parents are good. The childminder shares information about their children's progress and next steps in learning. Therefore, parents can be fully involved in supporting their children's learning at home.
- The childminder evaluates the service she provides. She accurately identifies training courses that will support her professional development and improve outcomes for children and their families.

It is not yet outstanding because:

- Good hygiene practices are not always reinforced. Occasionally, the childminder does not remind younger children about washing their hands at appropriate times during the day.
- Children's learning is not maximised at all times. The childminder does not consistently support them to develop skills in writing for a purpose.

What the setting needs to do to improve further

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

- extend children's awareness of good hygiene practices by encouraging younger children to wash their hands after visiting the bathroom
- consistently help children to develop skills in writing for a purpose, for example, by helping them to begin to write their own names on their pictures.

Inspection activities

- The inspector observed activities in the childminder's lounge.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector reviewed evidence of the suitability of the childminder and other adults living at the premises.
- The inspector reviewed children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector took into account the views of parents from documentation they had completed.

Inspector

Hayley Lapworth

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The children in the childminder's care are confident and articulate individuals. They enjoy their time with her and are making good progress across the seven areas of learning. The childminder provides play opportunities that relate to children's current interests, such as their favourite story book about a caterpillar. Children manipulate play dough to create caterpillars. They also make shapes to represent the fruits the caterpillar eats in the story. Children see words in books and they begin to understand that print carries meaning. However, the childminder does not always encourage them to write for a purpose. Children's understanding of the natural world is enhanced through discussions about a caterpillar's life cycle and how they become a butterfly. Children learn to understand how to move their bodies in a variety of ways. For example, they crawl through a tunnel, pretending to be a caterpillar, and use their index fingers to show how a caterpillar squirms. This helps to promote their skills for their future learning and for starting school. The childminder observes children as they play and assesses their learning. She then determines what they need to do next, in order to make further progress.

The contribution of the early years provision to the well-being of children is good

Children's emotional security is well supported. The childminder responds swiftly to their mood changes and cuddles them when they need reassurance or are tired. The childminder and children share good relationships. Children are helped to understand good hygiene procedures most of the time. For example, the childminder encourages them to wash their hands after wiping their noses with tissues. However, occasionally, hygiene practices are not always fully promoted with younger children, as they are not encouraged to wash their hands after spending time in the bathroom. Therefore, they are not consistently learning about self-care from an early age. Children are encouraged to eat a healthy diet. The childminder provides information to parents about good foods to include in children's packed lunches. Therefore, children's nutritional needs are well met. Children learn about their own safety as the childminder reminds them why they need to sit properly on chairs and not on their knees.

The effectiveness of the leadership and management of the early years provision is good

Children are safeguarded. They are supervised very well, as the childminder is always in close proximity to the younger children in her care. For example, she follows them to the bathroom when they indicate they want to go to the toilet. The childminder makes sure her home and garden are safe and carries out risk assessments for outings. There is good capacity for future improvements, as the childminder is aware of her professional development. She attends training to help improve her knowledge of working with two-year-old children and how to use her resources more effectively. Documentation, completed by parents, suggests that they are very happy with the service they receive. They share that the childminder provides a friendly environment, and that they especially appreciate that she helps their children to make great progress with their speech.

Setting details

Unique reference number	510468
Local authority	Coventry
Inspection number	869416
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	22 January 2009
Telephone number	

The childminder was registered in 1996 and lives in Coventry. She operates all year round from 7.30am to 6pm, every day, except for family holidays.

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