

Childminder Report

Inspection date

11 November 2016

Previous inspection date

26 June 2013

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 childminder gets to know children well. Through her observations and assessments, she builds a clear picture of their interests, capabilities and stages of development. She identifies what they need to learn next and plans ways to promote their good progress.
- Children are very settled and happy in the childminder's care and show that they feel safe and secure. They develop friendly relationships with each other and form positive, affectionate bonds with the childminder and her assistant.
- The childminder gives children clear guidance about how she expects them to behave and she sets a good example for them to follow. Children learn to share and take turns, to respect others and be polite and kind.
- Children's good health is well promoted. The childminder and her assistant offer healthy snacks and nutritious home-cooked meals. Children are involved in growing, harvesting and helping to prepare some fruit and vegetables. They learn about healthy choices and have daily opportunities for fresh air and exercise.
- The childminder builds good partnerships with parents and with other settings that children also attend. The sharing of information helps to promote continuity in children's learning, development and care.

It is not yet outstanding because:

- On occasions, adult-led craft activities do not give children enough opportunities to follow their own interests and engage in self-initiated creative exploration.
- The childminder has not fully considered ways to review her assistant's ongoing performance and professional development, aimed at raising the quality of teaching and practice to an even higher level.

What the setting needs to do to improve further

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

- find ways to make adult-led activities flexible enough to allow children to pursue their own interests and self-motivated exploration
- strengthen arrangements for regularly reviewing the effectiveness of the assistant's practice and their ongoing training and development needs, in order to continue raising the overall quality of practice and teaching.

Inspection activities

- The inspector viewed all areas of the home that are used for childminding. She observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder and discussed the self-evaluation.
- The inspector looked at children's assessment records and a range of other documentation, including policies and procedures. She checked evidence of the training and suitability of the childminder and her assistant and of the suitability of people living on the premises.
- The inspector read written comments from parents and took account of their views. She spoke with the childminder, her assistant and the children at appropriate times during the inspection.

Inspector

Victoria Mulholland

Inspection findings

Effectiveness of the leadership and management is good

The qualified childminder is well organised, dedicated and committed to her role. She finds information online to keep her knowledge up to date and meets with other childminders to share ideas. She reflects on her practice and seeks the views of parents and children to help her review her provision. Parents are very happy with the strong communication and the care and attention that their children receive. The childminder regularly checks children's progress and exchanges information about their development with parents. The arrangements for safeguarding are effective. The childminder is confident of the procedures to follow if she has any concerns about the welfare of a child in her care. She ensures that her assistant understands his responsibilities and has a suitable awareness of possible signs or symptoms of abuse or neglect.

Quality of teaching, learning and assessment is good

The childminder offers a welcoming, home-from-home environment and provides a broad variety of stimulating resources for children to choose from and use. She introduces children to different experiences and helps them to gain new skills. During play and activities, the childminder effectively fosters children's speaking skills. For example, she names colours, animals and objects to extend their vocabulary. The childminder speaks clearly and asks questions to prompt children's thinking and encourage them to express their thoughts. She models language to talk about position, size and quantity and encourages children to begin to count, building on their early mathematical understanding.

Personal development, behaviour and welfare are good

Settling-in arrangements are tailored well to children's individual needs and the childminder's caring approach helps them to feel comfortable and reassured. Her cuddles, praise and encouragement help to nurture children's sense of self-esteem and well-being. Clear boundaries, such as ensuring that children sit down to eat or drink, help to promote their safety. The childminder provides children with opportunities to learn about people in the wider world and special days and events throughout the year. For example, children make poppy pictures on Remembrance Day. The childminder takes children out into the local community and to toddler groups. This gives them opportunities to mix with a wider circle of children and adults and to build their social skills in different situations.

Outcomes for children are good

Children are progressing well in their learning from their starting points. They are achieving in line with typical expectations and any gaps in their development are identified, suitably addressed and are closing. Young children are inquisitive and keen to explore. For example, they enjoy investigating interesting objects made of different materials, such as metal, wood and sponge. Children show an interest in books and stories. They listen avidly, ask questions and talk about what they see in the illustrations. Their ability to concentrate and maintain attention is growing well. Older children are confident communicators. Children are developing confidence, independence and key skills that they will need for their future learning.

Setting details

Unique reference number	EY253112
Local authority	Warwickshire
Inspection number	1064403
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	12
Number of children on roll	13
Name of registered person	
Date of previous inspection	26 June 2013
Telephone number	

The childminder was registered in 2003 and lives in Exhall, Coventry. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate qualification at level 3. The childminder offers funded early education for two-, three- and four-year-old children. At times, the childminder works with an assistant.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

