

Childminder Report

Inspection date

24 April 2018

Previous inspection date

10 December 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 childminder has good monitoring systems in place. She regularly observes children in their play and provides progress reports for parents. The childminder understands how to address any gaps in learning. Children make good progress.
- The childminder has established good partnerships with parents. There is regular two-way sharing of information about children's progress. The childminder supports parents with guidance and suggests activities to help continue and develop children's learning at home.
- The childminder provides children with regular opportunities to be physically active. She takes them to local parks and group activities that encourage exercise to music and rhymes.
- Relationships between the childminder and children are warm and caring. The childminder provides good standards of care, attention and support.
- The childminder reflects on her practice and gathers the views of parents and children to help prioritise improvements.

It is not yet outstanding because:

- At times, the childminder does not identify some of children's next steps in learning precisely enough to provide maximum levels of challenge that promote their rapid progress.

What the setting needs to do to improve further

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

- use assessments of children's learning more effectively to identify precise and clear next steps to support their development even further.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector jointly evaluated an activity with the childminder.
- The inspector took account of the views of parents spoken to and through written comments.

Inspector

Dawn Robinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder knows who to contact if she has any concerns about a child's welfare. The childminder completes regular risk assessments and keeps children safe on her premises and during outings. Parents are very complimentary and comment on the excellent care she provides. They are pleased with the range of activities she offers in her setting and the wider community. The childminder has formed strong links with other early years settings who share children's care and learning. Together, they support children's progress, and ensure activities and plans complement their learning. The childminder ensures she completes her mandatory training and regularly meets with other childminders to share ideas for good practice with each other.

Quality of teaching, learning and assessment is good

The childminder actively engages with children and participates in their games and play. She contributes sensitively and supports children to solve problems independently, such as making suggestions when they put together puzzles. Children improve their mathematical development as they learn to name and match shapes. Babies have opportunities to explore objects using their senses. For example, they have access to treasure baskets containing a variety of objects of different textures. Young children learn about the world around them as they play with farm animals and vehicles. The childminder extends their learning by sharing books about farms and supporting them to name different animals.

Personal development, behaviour and welfare are good

The childminder provides settling-in sessions where she gathers a wide range of information from parents, such as routines and care needs. All children, including those who are new to the setting, are happy and settled. The childminder is a good role model. She expects the children to be well mannered and polite. Children demonstrate kindness and empathy towards babies. The childminder takes every opportunity to praise children for their efforts and they behave well. Children have a variety of opportunities to learn about other cultures and the wider world. They regularly visit toddler groups and places of interest. The childminder helps children to gain confidence in social situations in preparation for their next stage in learning. They learn about healthy lifestyles, such as washing their hands before meals. Mealtimes are social occasions where children sit together at a table.

Outcomes for children are good

Children make good progress in their learning from their initial starting points. They confidently recognise numbers as they play with a cash register and look for numbers on the money. Children listen to instructions and work together to help tidy away some of the toys. They enjoy sharing stories and learning new words. Children are developing independence and can make their own choices. They are beginning to develop the skills they will need later when they eventually start school.

Setting details

Unique reference number	EY276581
Local authority	Warwickshire
Inspection number	1104156
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	10 December 2014
Telephone number	

The childminder registered in 2003 and lives in Tamworth, Staffordshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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