

Childminder report

Inspection date	14 June 2019
Previous inspection date	5 March 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 works well with her assistants to meet children's individual care and learning needs. They observe and assess children's stages of development and challenge them effectively so that they reach the next stage in their learning. Children make good progress.
- The childminder works with parents to help children to settle. She helps parents share what they know about their children and keeps them informed about their children's achievements and progress.
- Children make good progress in their personal, social and emotional development. They are happy, settled and confident in the care of the childminder and her assistants. Relationships are very good.
- Children's independence is supported well. The designated playroom is well organised. Children are able to easily select from a good variety of resources.
- Children make good progress in their communication and language development. Young children are effectively helped to move on from saying single words to forming simple sentences. Older children are given time to put their thoughts into words when they are asked questions.
- Children play with toys and tools that support them effectively in developing good handling skills. They carefully turn the pages in their favourite story books. Children's balancing and jumping skills are good when they join in with the actions to their favourite songs.
- The childminder keeps her early years knowledge up to date through accessing training courses and online research.
- Some activities do not consistently challenge all of the children taking part in accordance with their different stages of development.
- The childminder and her assistants do not make the most of some opportunities to extend children's sensory exploration with different textures and materials.

What the setting needs to do to improve further

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

- build on practice when leading some play activities to challenge all of the children taking part in accordance with their different stages of development
- make the most of opportunities to extend children's sensory exploration with different textures and materials.

Inspection activities

- The inspector observed activities as children played in the indoor play area.
- The inspector observed an activity and discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's and assistants' training and checked evidence of the suitability of all adults.
- The inspector looked at a selection of records and planning, policies and procedures and a range of other documentation.
- The inspector spoke with the childminder, assistants and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents.

Inspector

Jan Burnet

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder assesses and minimises potential risks in her home and garden successfully. She and her assistants know the signs of abuse and the local referral procedures to follow if they have a concern about a child. They are aware of the duty to prevent children being drawn into situations that may put them at risk. They keep their safeguarding and paediatric first-aid knowledge up to date. The childminder reviews her provision to decide upon areas for improvement. She identifies that her current priority is to increase her sign language skills. The childminder uses information obtained through her membership of an association for early years workers to review her provision. She gains ideas for activities through links online. Parents are very happy with the provision. They say that the childminder and her assistants help children to make good progress and that they are kept well informed about children's achievements.

Quality of teaching, learning and assessment is good

The childminder and her assistants use what they know about children to ensure that they are challenged effectively to reach the next steps in their learning. The adults support children effectively so that all children acquire skills and a capacity to learn. Children communicate confidently. They enjoy singing and the childminder supports them well in developing their speaking skills as she sings clearly and at a pace that allows the younger children to join in. Their interest is enhanced with the use of props. Some of the songs encourage children to count. Children play with pieces of dry pasta, containers, balance scales, tweezers and scoops. The assistant encourages them to name colours, count, practise their handling skills with use of the tweezers and gain an understanding of capacity and size.

Personal development, behaviour and welfare are good

Children enjoy their learning in a safe and welcoming environment. They behave well. The childminder and her assistants help to boost children's self-esteem through praising their efforts and achievements. They acknowledge children's kindness and consideration for others. Children learn to share and take turns. Their emotional security is given a high priority. A gradual settling-in procedure, which is agreed with parents in accordance with their child's individual needs, helps to address this. The bond between the adults and the children is strong. The childminder promotes children's good health. She provides healthy food and ensures that they are physically active.

Outcomes for children are good

Children develop good skills in readiness for the move on to pre-school and school. They learn to manage their self-care needs independently. Children develop an understanding of dangers. Their learning about how to cross the road safely is extended through role play and making traffic lights. They learn why they must stop, look and listen. Children are interested in books and select their favourite stories for adults to read. Older children are developing an understanding of calculation, for example taking one away in each verse while singing about five little ducks. Children use mathematical language such as 'more', 'less', 'empty' and 'full'.

Setting details

Unique reference number	EY287502
Local authority	Warwickshire
Inspection number	10071380
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	18
Number of children on roll	30
Date of previous inspection	5 March 2015

The childminder registered in 2004 and lives in Shipston-on-Stour, Warwickshire. She operates from 7am to 6pm Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with two assistants.

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