

Childminder report

Inspection date	19 June 2019
Previous inspection date	12 October 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 partnerships between the childminder and parents are effective in working together to ensure continuity of care and learning for children. Observation and assessment, and the active involvement of parents, leads to planning for future learning that is based on a good knowledge of each child.
- Children's personal, social and emotional development is good. They are settled and happy in the childminder's care. She supports them in developing their independence with regard to managing simple tasks for themselves. Relationships are very good.
- Children make good progress in their physical development. The childminder provides a variety of resources so that they can practise their good handling skills in different ways.
- The childminder supports the development of young children's emerging speaking skills effectively. She uses good teaching strategies to help them build a vocabulary of single words and put words together. The childminder speaks clearly and models correct pronunciation while talking with children.
- The childminder keeps her knowledge about early years issues up to date, for example, through proactive research and training. She reviews her provision in order to improve.
- The childminder is aware of her responsibility to protect children from abuse and neglect. She knows the local referral procedures that she must follow if she is concerned about a child.
- Records, policies and procedures required for the safe and efficient management of the provision are implemented effectively.
- The childminder has not fully considered ways of raising children's awareness of similarities and differences, for example, with regard to different families, communities and traditions.
- The childminder does not consistently make the most of opportunities to support younger 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:

- extend children's learning about similarities and differences between themselves and others, and about families, traditions and communities outside their own experience
- make the most of opportunities to support younger children's sensory exploration with different textures and materials.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's qualification and training, and checked evidence of the suitability of adults living in the household.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector took account of parents' views about the provision.

Inspector

Jan Burnet

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder addresses children's welfare extremely well. She keeps her safeguarding policy up to date in accordance with the knowledge she gains from training and through conducting research. The childminder is aware of the duty to prevent children from being drawn into situations that may put them at risk of significant harm. The childminder's premises are safe and secure. She reviews her provision in order to identify any areas for improvement. Her current priority is to extend her knowledge of supporting children's learning in the natural outdoor environment. The childminder uses information obtained through her membership of an association for early years workers, and information shared when she meets with other childminders, to reflect on her practice. Parents are very happy with their children's progress and comment on the variety of activities provided. They say that they highly recommend the childminder.

Quality of teaching, learning and assessment is good

The childminder challenges children effectively to reach the next stage in their development. Children are currently interested in mini-beasts. The childminder demonstrates how they can use paint and string attached to clothes pegs to create pictures that look like worms. Older children choose the colour of the paint they wish to use. They attach string to the clothes pegs, dip the string into the paint, and then dangle the string from the pegs onto their piece of paper to make marks. Children say that the marks they make with pencils on the pictures are their names. They decide to play with water outdoors. The childminder provides containers of various sizes and children spontaneously use mathematical language while they play, such as 'full', 'big', 'empty' and 'heavy'. The childminder encourages children to count when they build with bricks.

Personal development, behaviour and welfare are good

The childminder creates a warm and welcoming environment. Children are confident and sociable. They behave well. The childminder offers good support as children learn to share and take turns. She offers praise for their efforts and achievements, helping to boost their self-confidence. The childminder ensures that children have opportunities to play outdoors every day. They are physically active and learn about how to promote good health. The childminder provides pictures of different foods and asks them to decide which ones they think should be in their lunch boxes. She takes them shopping to buy healthy foods. A role-play cafe helps to enhance children's learning.

Outcomes for children are good

Children are safe, secure and happy. They are developing good skills that help them to be ready for moving on to pre-school and school. Children confidently make decisions about their play. They are learning to manage their self-care needs independently. Older children are developing pencil control and they talk about their pictures. They know that they can create colours by mixing paints. Children engage in imaginative role play. Younger children use domestic play resources to mimic what is familiar to them. Children sing and practise physical skills while joining in with actions to songs. They have access to a good variety of books.

Setting details

Unique reference number	EY301242
Local authority	Warwickshire
Inspection number	10072189
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 October 2015

The childminder registered in 2005 and lives in Rugby, Warwickshire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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