

Childminder Report

Inspection date

11 August 2016

Previous inspection date

11 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 successfully addressed actions raised at her last inspection. She has also achieved a level 3 qualification and regularly liaises with other childminders, which has helped to deepen her knowledge of the learning and development requirements. This has a positive impact on the quality of the learning opportunities she provides for children.
- The childminder is now well qualified and her teaching is good. She uses her skills and knowledge of how children learn to plan activities that motivate and challenge them. The childminder follows children's interests and encourages them to use their imagination and creative skills as they play. Children make good progress from their starting points and are well prepared for school.
- Children's health and physical development are promoted effectively. They have regular opportunities to play in the childminder's well-equipped garden and frequently go to local parks. The childminder provides healthy snacks and encourages parents to provide food items in children's lunchboxes that are nutritious and well balanced.
- Children are emotionally secure and enjoy their time with the childminder. She meets their needs well and works with parents to provide continuity of care.

It is not yet outstanding because:

- The childminder is not always successful in encouraging some parents to share information about their children's learning at home. This means she does not have all relevant information to plan very precisely for children's future learning.
- The childminder does not always minimise distractions or successfully help some children to listen and maintain attention during self-chosen activities.

What the setting needs to do to improve further

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

- develop even more effective ways to encourage parents to share information about what their children are learning at home
- explore ways to minimise distractions and to better promote children's listening and attention skills during their self-initiated activities.

Inspection activities

- The inspector looked at those parts of the childminder's home used for the care of children. She spoke with the childminder and the children at appropriate times during the inspection.
- The inspector observed teaching and learning activities in the indoor and in the outdoor environment. She carried out a joint evaluation of an activity with the childminder.
- The inspector looked at a range of documentation, including a sample of policies, procedures and children's records.
- The inspector checked evidence of the childminder's training and of the suitability of all adults living on the premises.
- The inspector discussed the childminder's self-evaluation and reviewed written feedback from parents.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

The childminder has effectively made improvements since the last inspection, including seeking and acting on the views of children and parents. She has successfully improved her knowledge and understanding of the areas of learning. This has helped her to now effectively plan activities that meet children's individual needs. The childminder has also improved the systems for monitoring children progress to ensure that any gaps in their learning are swiftly identified and addressed. The arrangements for safeguarding are effective. The childminder implements robust safeguarding policies and procedures to effectively promote children's safety and well-being. She carefully identifies and minimises potential hazards both in her home and on outings.

Quality of teaching, learning and assessment is good

The childminder establishes clear starting points for children's learning and effectively plans for the next steps in their learning. Children make independent choices in their play from a wide range of exciting and fun activities. Babies explore and investigate their surroundings with increased confidence and curiosity. The childminder gets involved in children's play and interacts well with them. She repeats what two-year-old children say and corrects their use of language sensitively as she extends their vocabulary by adding new words. This helps children to develop good communication and language skills. The childminder actively encourages children's love for books and their early reading skills. Children enjoy story time and become actively involved as the childminder reads with them. They recall what they know about the story and predict what will come next. During stories, the childminder skilfully weaves in opportunities for children to discuss the effect that different types of behaviour can have on other people's feelings.

Personal development, behaviour and welfare are good

The childminder promotes children's emotional well-being effectively. She offers praise and reassurance and ensures children's individual needs are met well. Good settling-in procedures mean that children quickly settle in their new surroundings and build positive relationships with the childminder. The childminder is a good role model and encourages children to be polite and to use good manners at all times. She provides children with opportunities to learn about diversity and to appreciate the wider world beyond their own experiences. For example, children regularly visit the local community and playgroups where they mix with other children and adults. Children are encouraged to gain skills to manage their own care needs and develop their independence. For example, they learn about the importance of washing their hands before meals.

Outcomes for children are good

Children are confident communicators, independent and eager to learn. Two-year-old children readily share their ideas and babies learn to express themselves from an early age. Their early mathematics and literacy skills are developing well. They count in various contexts and talk about numbers, letters, colour and shape as they look at books and during activities. Children are supported well to make friends with other children and to develop their social skills. They are developing the key skills they need for future learning.

Setting details

Unique reference number	EY330776
Local authority	Warwickshire
Inspection number	1042848
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	11 March 2013
Telephone number	

The childminder was registered in 2006 and lives in Rugby. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate level 3 qualification.

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