

Childminder report

Inspection date	4 February 2019
Previous inspection date	7 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 has a very good understanding of how to promote children's learning and development through the support she offers and the activities she provides. Children make good progress.
- The childminder observes children and makes regular assessments of their learning. She uses what she knows about children to plan effectively for their future learning.
- The partnerships with parents are strong. The childminder and the parents continually share information to ensure consistency for children with regard to meeting their care and learning needs.
- A good settling-in procedure, which is agreed with parents, helps children to feel emotionally secure. They are happy in the childminder's care and relationships are very good.
- The childminder supports children's communication and language development effectively in accordance with their different stages of development. She interprets the wants and needs of very young children as they use non-verbal forms of communication. While interacting with them, the childminder repeats the sounds they make and encourages them to begin to mimic the sounds and words that she says.
- The childminder encourages young children to count objects while they play. Older children compare quantities and use mathematical language, such as bigger, smaller, longer and shorter.
- The childminder has not fully considered ways of raising children's awareness of similarities and differences, for example regarding different families, communities and traditions.
- The childminder does not make the most of some professional development opportunities to boost her already good teaching practice.

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 beyond their own experience
- make the most of available professional development opportunities to build the already good teaching practice to a higher level.

Inspection activities

- The inspector observed activities in the indoor play area.
- The inspector spoke to the childminder and children at appropriate times through the inspection. She discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's training and the suitability of all adults living in the household.
- The inspector looked at policies and procedures, and a range of other documentation.
- The inspector took account of parents' views.

Inspector

Jan Burnet

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder addresses children's welfare extremely well. She is clear of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. The childminder is aware of the duty to prevent children from being drawn into situations that may put them at risk of significant harm. She keeps up to date with early years issues, for example through discussions with other childminders and through her membership of an association for early years workers. The childminder values the views of parents and children as part of her self-evaluation procedures. Parents share positive views about the childminder's provision. They say that their children are happy and that they make good progress. Parents comment on excellent communication and the variety of activities.

Quality of teaching, learning and assessment is good

The childminder is aware of children's skills and abilities through her own observations and through information shared by parents. She uses what she knows about children to ensure that they are able to practise skills while involved in play activities that they enjoy. The childminder supports young children in building a vocabulary of single words and progressing on to putting words together. She provides a good variety of resources for children's sensory exploration and for mark making, such as paint, cornflour mixed with water, dough and pasta. The childminder provides toys and materials that help babies to develop a thumb and two-finger grasp. They explore different textures inside books and use their developing handling skills to grip and try to lift pieces of furry material from the pages.

Personal development, behaviour and welfare are good

The childminder provides a welcoming environment. She gives children's emotional security a high priority and children are happy and safe in her care. The childminder identifies that her main strategy for managing children's behaviour is acknowledging positive behaviour with praise. Children learn to share, take turns and show consideration for others. They develop an understanding of dangers and how to keep themselves safe. For example, children learn how to walk safely on pavements and how to cross roads, using a pedestrian crossing whenever possible. Parents provide healthy food. The childminder uses her food hygiene knowledge to ensure that food is safely stored.

Outcomes for children are good

Children are developing good skills that help them to be ready for the move on to pre-school and school. They are prepared well emotionally for moving on. For example, they interact with other children and adults at groups. Children know and adopt healthy habits, for example good hygiene practices. They learn to manage simple tasks for themselves. Children are active. They develop physical skills while playing in the childminder's garden, at the park and at a soft-play centre. Older children develop good pencil control. They draw and learn to recognise and write their names.

Setting details

Unique reference number	EY359026
Local authority	Warwickshire
Inspection number	10072194
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	9
Date of previous inspection	7 September 2015

The childminder registered in 2007 and lives in Nuneaton. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The provision offers funded early education for two-, three- and four-year-old children.

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