

Childminder Report

Inspection date

7 September 2015

Previous inspection date

9 May 2011

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 is skilled in helping children to form secure emotional attachments. All children settle well, including those who are newer to the setting, and develop good relationships with her. They enjoy her cuddles and encouragement.
- The childminder promotes children's understanding and speech development well as she interacts with them. She models good use of language and repeats speech back to younger children to reinforce and extend it. She names objects and colours to broaden their vocabulary.
- Children behave well because the childminder gives clear guidance about her expectations for behaviour. She is a good role model. Children are encouraged to share, take turns and respect one another's differences.
- Children's good health is successfully promoted. The childminder provides healthy snacks, drinks and light meals. Children have plenty of opportunities to get fresh air as they visit local parks and continue their learning outside in the garden.
- The childminder builds good partnerships with parents and with other settings that children attend to enable frequent sharing of information. This effectively promotes a consistent approach to children's care and learning.

It is not yet outstanding because:

- The childminder does not always build in opportunities during daily routines for children to enjoy and join in with stories, songs and rhymes.
- The provision for younger children's sensory exploration is not always sufficiently rich and varied.

What the setting needs to do to improve further

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

- provide more opportunities for children to listen to and join in with stories, songs and rhymes
- extend opportunities for younger children to explore and experiment with a wider range of sensory materials and media.

Inspection activities

- The inspector viewed all areas of the home that are used for childminding.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector looked at children's assessment records and a range of other documentation, including policies and procedures and the childminder's self-evaluation form.
- The inspector checked evidence of the childminder's training and the suitability of people living on the premises.
- The inspector took account of the views of parents, including those spoken to during the inspection.
- The inspector spoke with the childminder and children at appropriate times during the inspection.

Inspector

Victoria Mulholland

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of statutory requirements. She knows how to keep children safe and protect them from harm. She has a good understanding of the appropriate action to take if she has concerns about the welfare of a child in her care. The childminder demonstrates a strong commitment to ongoing professional development. Since her last inspection, she has gained a relevant childcare qualification. She makes good use of local training opportunities and accesses information and further training online to continually enhance and update her knowledge. The childminder reviews her provision, considering feedback given by parents and children. She identifies strengths and areas for future development, in order to maintain and refine the quality of her service.

Quality of teaching, learning and assessment is good

Since her last inspection, the childminder has developed effective systems for regularly reviewing children's progress and planning for their next steps in learning. She identifies areas where children need further support or challenge and ways to meet these needs. The quality of her teaching is good. The childminder successfully fosters children's pretend play. For instance, she provides spoons and dishes so they can pretend to feed the dolls and she pretends to eat play food offered to her by the children. She skilfully weaves in opportunities during play and activities to model counting and to build on children's developing understanding of size and quantity. Children's early literacy skills are promoted as they use materials, such as paint and chalks, to make marks. They have opportunities to look at books. However, the childminder does not consistently build in times within daily routines for children to enjoy listening to and joining in with stories, songs and rhymes.

Personal development, behaviour and welfare are good

The childminder provides a welcoming environment for children. She offers a wide range of resources and activities that are suitable for the children of different ages who attend. Children have opportunities to explore materials, such as sand and paint. However, the childminder does not always offer a very rich and varied range of media to increase younger children's opportunities for sensory play and exploration. Children's independence and personal care skills are promoted well, relative to their ages and capabilities. Younger children have regular opportunities to mix with other adults and children. For example, they attend local toddler groups and visit soft-play areas. This effectively enables them to develop confidence in different social situations. They begin to learn about similarities and differences between themselves and others.

Outcomes for children are good

The childminder successfully promotes children's learning and development. Children of all ages and abilities make good progress. They have good opportunities to make choices and to lead their own learning. Older children begin to recognise and write their own names. Overall, children are prepared well for the next stage in their learning and the eventual move on to school.

Setting details

Unique reference number	EY359026
Local authority	Warwickshire
Inspection number	863577
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	9 May 2011
Telephone number	

The childminder was registered in 2007 and lives in Nuneaton. She operates all year round from 8am to 5.30pm, Monday to Friday, except Wednesday mornings, 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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