

Childminder Report

Inspection date

11 July 2018

Previous inspection date

7 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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 met all of the actions raised at her last inspection. This has significantly improved children's learning and the sharing of information with parents.
- The childminder reflects on the service she provides and is aware of her strengths. She identifies where she can improve outcomes for children and their families.
- The childminder is knowledgeable about the children in her care. Well-focused planning for individual learning ensures all children make good progress. The childminder successfully supports children to lead their own learning.
- The childminder provides a good range of resources. The visual environment and resources are organised at the children's level, which helps to capture their natural curiosity as learners.
- Partnerships with parents, carers and other providers are good. The childminder is successful in engaging all parents in their children's learning journey. She ensures regular dialogue with other providers, to support children's care and learning.

It is not yet outstanding because:

- The childminder does not always make the most of all opportunities to support fully babies' sensory exploration.
- The childminder does not consistently take all opportunities to support babies to develop the use of single words as they play.

What the setting needs to do to improve further

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

- make the most of all opportunities to support consistently babies' sensory exploration
- seize all opportunities to support babies to develop the use of single words as they play.

Inspection activities

- The inspector spoke with the childminder and the children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities in the childminder's home and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, such as the childminder's training certificates and evidence of her suitability.
- The inspector took account of the written views of parents.

Inspector

Hayley Lapworth

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of her responsibilities in ensuring children are kept safe from neglect or abuse. She keeps her knowledge of legislation current, for example, by reading publications and sharing good practice with other providers. The childminder reflects on the service she provides and has improved her practice since her last inspection. Parents are happy with the care of their children. They especially appreciate the support she provides in transporting their children from their own home to the childminder's home, and the overall flexible service.

Quality of teaching, learning and assessment is good

The childminder successfully supports children's interests in the world around them. She provides opportunities for children to practise their growing physical skills in the outdoor area. The childminder plans activities that are appropriate to the age and stage of development of the children in her care. Children begin to explore textures, such as paint, which they use to make marks and handprints and footprints on large sheets of paper. The childminder observes the children as they play and makes assessments about what they know and can do. She plans activities she knows children will enjoy and successfully supports the next stage in their development.

Personal development, behaviour and welfare are good

The childminder shares very warm relationships with the children in her care. She offers babies warmth and affection in less familiar situations, such as the arrival of the inspector. The childminder remains in very close proximity to very young children as she gradually introduces them into their play. She takes opportunities to help children feel proud of their achievements and feel good about themselves. For example, the childminder praises young children for banging two balls together and for climbing up two steps. Older children are involved in discussing the childminder's expectations for their behaviour while in her home. They learn to respect one another, adults and the childminder's home. The childminder supports children's growing understanding of hygiene by practising good handwashing techniques and talking about the importance of handwashing. She safely stores children's packed lunches. The childminder supports children's health by discouraging parents from providing foods and drinks that are high in sugar.

Outcomes for children are good

Children develop good skills for their future learning and in readiness for the move on to pre-school and school. They happily access resources that ignite their interests. Babies are keen to explore and get involved with all the activities displayed in their immediate environment. Children develop good relationships with the childminder and other children of a similar age in a variety of different environments.

Setting details

Unique reference number	EY364563
Local authority	Warwickshire
Inspection number	1085419
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	7 July 2016
Telephone number	

The childminder registered in 2007 and lives in Bedworth, Warwickshire. She operates all year round from 7.30am until 6.30pm, Monday to Thursday, except for bank holidays and family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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