

Childminder Report

Inspection date

10 July 2015

Previous inspection date

24 June 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder works closely with her co-childminder. They are very clear about their roles and responsibilities, and their different personalities and skills complement each other well.
- The childminder successfully uses her qualification, training and experience to provide good quality care and education. She constantly strives to develop her skills and knowledge, and looks for interesting ways to enhance children's learning and development.
- Children's health is effectively promoted. The childminder successfully follows and teaches good hygiene routines, and children receive plenty of opportunities to experience physical exercise and fresh air.
- The childminder provides warm and loving care, and responds sensitively to children's individual needs. This helps children to form secure emotional attachments and promotes their sense of security and belonging.
- Children are cared for in a safe and secure environment. The childminder and her co-childminder successfully minimise potential risks and have a secure knowledge and understanding of effective safeguarding procedures.
- Children are provided with lots of opportunities to learn about growth and change. They regularly grow fruit and vegetables, and have watched tadpoles change into frogs.

It is not yet outstanding because:

- The childminder does not always obtain precise and regular information from parents about their children's learning and development at home.
- The childminder does not fully exploit opportunities to help children gain a better knowledge and understanding of similarities and differences.

What the setting needs to do to improve further

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

- strengthen the arrangements for exchanging information with parents, in order to maximise support for children's all-round learning and development
- increase opportunities for children to develop a deeper understanding of similarities and differences between themselves and others, and among families, communities and traditions.

Inspection activities

- The inspector viewed all areas of the premises used for childminding.
- The inspector spoke to the childminder, her co-childminder and children during the inspection, and observed children engaged in a variety of activities.
- The inspector looked at a sample of policies, children's assessment records and the childminder's self-evaluation.
- The inspector observed and evaluated a learning activity with the childminder.
- The inspector checked evidence of the suitability of all household members and viewed the childminder's qualification and training certificates.
- The inspector took account of the views of parents shared verbally during the inspection and recorded on questionnaires.

Inspector

Carol Johnson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder knows the children in care very well. When they first start, she gathers information from parents about their children's individual needs, preferences and interests. She also observes children to find out what they know, enjoy and can do. By doing this, she establishes children's starting points and is able to plan experiences that interest and engage children. However, the childminder does not always continue to obtain information from parents about their children's experiences and achievements at home. Consequently, partnership working is not as well developed to help children move further forward in their learning. Despite this, children make good progress and develop the many skills needed for school and future life. Children who speak English as an additional language learn new vocabulary and they listen to stories and sing songs. Toddlers develop strength, dexterity and an awareness of texture as they play with dough, sand and water. Children of all ages often mix with other adults and children and they enjoy outings to local community groups. Consequently, they learn to share and develop the confidence to communicate and socialise with other people. However, some opportunities are missed to raise children's awareness of the wider community and to help them gain a strong self-image.

The contribution of the early years provision to the well-being of children is good

The childminding environment is organised and presented well. Cosy furnishings and attractive displays of children's artwork help to create a welcoming and homely environment. A wide selection of good quality resources are stored in ways that children can easily see and independently reach. Consequently, they know where some things belong and make lots of choices about their play. Children behave well and respond positively to the childminder's calm and relaxed manner. They follow her good example and treat people, animals and property with care and respect. The childminder ensures that children have the practical skills that they need for school. They competently dress themselves and feed themselves at lunchtime. She praises children's efforts and achievements and this motivates them to try and do some things independently.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a secure understanding of the requirements of the Early Years Foundation Stage and implements these effectively. Children are supervised well and clear procedures are in place to ensure the safe use of mobile phones and cameras. All adults living or working on the premises have been suitably vetted and fire safety precautions are robust. The childminder is reflective about her practice and works closely with her co-childminder to monitor children's progress and identify priorities for improvement. They routinely evaluate what works well and regularly ask parents and children for their views. Consequently, the childminder shows a good capacity for improvement and children's needs are effectively met.

Setting details

Unique reference number	EY392463
Local authority	Warwickshire
Inspection number	859437
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	24 June 2010
Telephone number	

The childminder was registered in 2009. She works with another registered childminder and minds from her co-childminder's home in Leamington Spa. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 2. She provides care for children who speak English as an additional language.

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