

Childminder Report

Inspection date

21 September 2016

Previous inspection date

15 September 2014

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 made good progress since her last inspection to improve the quality of her provision. Previous actions and recommendations have been successfully implemented. For example, she has ensured that all adults living on the premises have had their suitability checked.
- The childminder uses her observations to identify what children already know and can do. She uses this information to plan activities and experiences that match their interests and preferences. Children make good progress from their starting points in readiness for school.
- Children are well prepared socially and emotionally for the next stage in their learning. The childminder ensures children know what is expected of them and what is happening next. She helps children to take responsibility by encouraging them to make choices, be helpful and independent.
- Children enjoy healthy and nutritious home cooked meals. They have regular opportunities to play in the childminder's garden so they spend lots of time in the fresh air. Children's good health is promoted well.

It is not yet outstanding because:

- The childminder does not always use information gained from assessments to plan very precisely and help them make the best possible progress.
- The childminder's systems for sharing information with some parents and involving them in supporting their children's ongoing learning at home is not highly successful.

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 what is known about individual children so specific areas of development can be targeted for really rapid progress
- help parents to become even more involved in guiding their child's learning at home.

Inspection activities

- The inspector observed teaching activities in the indoor and outdoor play areas, and assessed the impact of these on children's learning. The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector looked at a sample of procedures and children's records and discussed the childminder's self-evaluation. The inspector checked evidence of the childminder's training, and the suitability of all adults living and working on the premises.
- The inspector spoke with all the adults working in the setting and the children at appropriate times during the inspection.
- The inspector spoke with the childminder and the children at appropriate times during the inspection. The inspector took account of the views of parents as expressed through their comments on questionnaires.

Inspector

Rupinder Phullar

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the signs of abuse and understands the importance of reporting any concerns promptly. She is knowledgeable about safeguarding legislation and current guidance. The childminder monitors children's ongoing progress and works closely with parents and health professionals. This helps to ensure any necessary additional support for children's learning and development is implemented. The childminder works closely with other professionals and completes online training to keep up to date with legislative changes. She ensures that her assistant is aware of the setting procedures and makes sure that she attends training to develop her skills. This helps to promote good outcomes for children.

Quality of teaching, learning and assessment is good

Children make independent choices from a wide range of activities and experiences that are tailored towards their individual needs. The childminder enthusiastically joins in with children's play. This helps to make sure they are motivated and encouraged to share their ideas. Younger children have lots of opportunities to hear and learn new words to build on their vocabulary. For example, they actively take part singing familiar nursery rhymes. Children have lots of opportunities to develop their understanding of different mathematical concepts. They count, compare words and objects as they play with farm animals. Older children learn about the world around them and about the galaxy. For example, they talk about the space and the different planets as they read books. Children actively take part in identifying similarities and differences between the planets. They recall what they already know and tell their friends that the green and blue planet is earth. This helps to consolidate their learning and build their confidence.

Personal development, behaviour and welfare are good

Children's emotional security is addressed well. They show a sense of belonging and safely explore the childminder's home with confidence. She teaches them about safety while encouraging them to take controlled risks and learn new skills. Children form good relationships with the childminder and her assistant and really enjoy being in there. The adults are good role models and children are learning to share, take turns and build friendships. Children receive gentle, age-appropriate reminders to help them understand the effects their behaviour can have on others. The childminder increases children's social skills well, as she takes them to playgroups so they mix with other children. Throughout routines and activities, children develop their independence and learn to manage their personal care needs, such as handwashing and putting on their shoes.

Outcomes for children are good

Children are inquisitive and motivated to learn. They are sociable, happy and enjoy learning through play. Children use their creativity well. They play musical instruments to the rhythm of the nursery rhymes. Their speaking and listening skills are developing well. Simple activities help children to recognise familiar letters and words. For example, they listen to books with the childminder. They are gaining the skills that will help to prepare them for the next stage in their learning and their eventual move on to school.

Setting details

Unique reference number	EY412130
Local authority	Warwickshire
Inspection number	1044127
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	15 September 2014
Telephone number	

The childminder was registered in 2010. She lives in Rugby, Warwickshire. The provision operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

