

Childminder Report

Inspection date

17 March 2016

Previous inspection date

1 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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 improved her knowledge and skills since the last inspection. She has gained a level 3 early years qualification, completed other training and discusses good practice issues with other early years practitioners. The childminder has drawn on these to improve her assessment, planning and teaching, in order to ensure she promotes children's effective learning and good progress.
- The childminder has positive relationships with parents. She encourages and acts on parents' views about their children's care, interests, abilities and learning needs. Parents are well informed about their children's routines, activities and achievements. They welcome the childminder's advice regarding different aspects of their children's well-being, behaviour and development.
- The kind and attentive childminder and her assistant relate well to children, giving them time, calm encouragement and reassurance. Children soon settle and become increasingly confident to explore their inviting, child friendly and well-equipped surroundings.
- Children thoroughly enjoy interesting activities in the local community and elsewhere. They socialise and play with other children at toddler groups. Children become physically confident and adept from taking part in different active play sessions. They find out about the natural world and other people's lives during visits to parks, woodlands and many historical houses.

It is not yet outstanding because:

- The childminder does not always focus enough on key priorities for children's learning identified in her assessments or set the most ambitious targets for their future learning.
- The childminder does not always make the most of opportunities to extend young children's understanding and thinking about why things happen and how things work.

What the setting needs to do to improve further

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

- make better use of assessments to set ambitious targets for children's future learning, in order to promote their rapid progress and achievement at the highest level
- create more opportunities to extend children's understanding and thinking about why things happen and how things work.

Inspection activities

- The inspector observed the quality of teaching during activities 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 spoke to the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector looked at children's assessment records and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the childminder's training and suitability, and discussed her plans for improvement.
- The inspector took account of parents' views expressed in their discussions with her and from their written feedback to the childminder.

Inspector

Rachel Wyatt

Inspection findings

Effectiveness of the leadership and management is good

The childminder now effectively evaluates her provision. She has completed an accurate self-evaluation form and uses information from this and from other sources of advice and training to make improvements. This includes implementing more robust procedures regarding the supervision of children and the management of risks during outings. The childminder and her assistant work well together to promote children's good health, safety and enjoyment. The childminder carries out research and attends training. She supervises her assistant's practice and makes sure that he is up to date with relevant training, including paediatric first aid. The childminder and her assistant also discuss and review her policies, such as those relating to different aspects of safeguarding. Arrangements for safeguarding are effective. The childminder and her assistant have a sound knowledge of abuse, neglect and other risks to children. The childminder has attended recent safeguarding training. She and her assistant understand local safeguarding procedures and know what action to take if they have concerns about a child.

Quality of teaching, learning and assessment is good

The childminder accurately assesses children's starting points and from her observations, assessments and tracking knows how well children are developing. She usually identifies appropriate next steps for children's learning and focuses her planning and teaching on these. The childminder adds interesting resources to extend children's ideas as they paint, play with small-world toys and explore different materials. Children add compost and water to soil when they plant strawberry plants. They see how water flows in different directions when they pour it down funnels and tubes.

Personal development, behaviour and welfare are good

Children are well looked after. Their health and care needs are clearly understood and met during well-managed routines. The childminder and her assistant effectively supervise children. They teach them how to behave safely and sensibly during activities and outings. The childminder and her assistant help children to understand how to be healthy. During gardening and cooking activities children learn where food comes from and make healthy choices. During activities and routines the childminder and her assistant promote children's good manners, sharing and turn taking. Through fun outings, activities and celebrations, the childminder teaches young children about the lives and customs of others.

Outcomes for children are good

Children make good progress in relation to their starting points. They are well prepared for the next stage in their learning, including starting school. Children are independent learners. They are keen to try new experiences and increasingly remain involved in activities. They learn early mark making and develop good speech and vocabulary skills. Children relish being active. They develop confidence and control as they move in different ways and use a range of apparatus. Children generally behave well. They are learning to listen to each other and to follow simple requests.

Setting details

Unique reference number	EY444735
Local authority	Warwickshire
Inspection number	1037179
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 2
Total number of places	12
Number of children on roll	6
Name of provider	
Date of previous inspection	1 October 2012
Telephone number	

The childminder was registered in 2012 and lives in Bidford-on-Avon, Warwickshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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