

Childminder report

Inspection date:

21 October 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The childminder provides a homely environment for children before and after school, where children feel happy, safe, and secure. The childminder has high expectations of children's behaviour. She ensures children understand the rules of her provision to keep them safe. Children respectfully listen to the childminder and follow her instructions. The childminder escorts children to and from school, teaching them about road safety. She reminds children to stop, look, and listen before crossing roads, explaining that electric cars can appear without sound.

Children confidently enter the childminder's home and follow a familiar routine. They eagerly engage in the seasonal art and craft activities the childminder has carefully planned. The childminder prepares everything in advance to ensure she can safely supervise children and be present for them. She encourages children to recall their day at school. Children talk about trips they have attended, making fire with flint, and baking bread. They talk excitedly about upcoming events and their friends.

The childminder places great importance on children feeling happy in her care. She creates a safe space, where children feel confident to express themselves. The childminder seeks children's opinions about her provision. Children confidently express their views and wishes. The childminder purchases extensive resources that match children's current interests and abilities. Children confidently express their emotions. They tell the childminder when they feel tired and what makes them feel happy and sad.

What does the early years setting do well and what does it need to do better?

- The childminder provides opportunities for children to explore age-appropriate technology. She sets controls and passwords to keep children safe online. She understands the impact of too much screen time, and she sets limits and ensures other resources are available that captivate children's interests.
- The childminder promotes fundamental British values. She encourages respectful relationships, where children have time and opportunity to speak and be heard. She provides children with choices. Children vote for what they would like to do, from outdoor activities, board games to play, or what to watch on television. The childminder praises older children for using impeccable manners, reminding younger children to remember to use them too.
- Young children enjoy the company of older children, who show kindness and empathy to their younger peers. They snuggle together as they relax on the sofa at the end of a busy school day. Older children include younger children in their games and model new language. The childminder monitors these conversations

and games to ensure they are always age-appropriate.

- The childminder talks to parents to learn about children's individual needs. She knows children and families extremely well, as many have attended her provision for a number of years. She keeps abreast of children's developing interests during the years they spend with her. She encourages children's self-help skills, ensuring they have time and opportunity to learn to do things for themselves.
- Parents appreciate the childminder's professionalism. They describe her as caring and compassionate, going above and beyond to support both them and their children. Parents say the childminder plans activities that suit children's individual personalities. She keeps them fully informed of what children are doing in her care. They report being grateful for the support the childminder provides with children's home learning.
- The childminder promotes healthy living. She plans opportunities for children to exercise and practise their physical skills in the local park after school. She provides children with healthy snacks. Furthermore, she maintains high levels of cleanliness in her home and encourages children to follow safe hygiene measures.
- The childminder has policies and procedures in place to guide her provision. She is passionate about providing high-quality care for children. She completes courses to ensure her knowledge and skills are up to date.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	200996
Local authority	Warwickshire
Inspection number	10365682
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	4 to 9
Total number of places	7
Number of children on roll	7
Date of previous inspection	4 February 2019

Information about this early years setting

The childminder registered in 2000 and lives in Radford Semele near Leamington Spa. She provides before- and after-school care from Monday to Thursday, during term time. She operates between 8am and 9am before school, and 3.15pm until 5.30pm after school. She also provides ad hoc full day care during school holidays and teacher training days, except for bank holidays and family holidays.

Information about this inspection

Inspector
Sharon Wilcox

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection 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.

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