

Childminder report

Inspection date: 2 December 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder carefully plans the daily routines, and weekly events to provide a variety of experiences that reflect the seven areas of learning and motivates children. She provides daily opportunities for children to experience music. This includes, listening to music, dancing and exploring the sounds of a variety of musical instruments. She plans in visits to soft play centres on days where most of the children can benefit from the physical challenge and especially the toddlers. The childminder provides daily opportunities for older children to play a variety of board games. She uses these experiences to support their social skills and ability to take turns and engage with friends. The childminder has clear vision for helping all children to have the skills they need in readiness for school including their independence.

The childminder is kind and nurturing and children enjoy the frequent cuddles and sensitive interactions that she provides them with. They show they feel happy, safe and secure in her care, such as when they settle off to sleep. The childminder supports children's understanding of people in the local community and wider world. This is achieved through regular visits into the local community, including farms and cafes. She provides a range of activities in her setting for children to learn about a variety of celebrations. Children explore Diwali and the festival of light through craft activities, such as making a Diwali candle and talking about how families celebrate this occasion.

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

- The childminder works closely as part of a team with her co-childminders to provide quality education to children. She plans a wide range of interesting activities for children to engage in. This includes a variety of craft activities that link to the topics she plans throughout the year. However, the childminder tends to overly direct children's play, which limits opportunities for them to make decisions and explore their learning in their own way.
- In addition to mandatory training, the childminder reads and completes research to keep updated with new guidance. Following recent research into the consequences of poor dental care, she has focused on helping children to understand about good oral hygiene routines.
- Partnership working is strong. The childminder has a long standing, working relationship with the local nursery where many of the children also attend. She works closely with them to exchange information about children's development to provide continuity in their care and learning. Parents recommend the service she provides and comment on the strong teamwork between the childminders. They appreciate the communication provided about their child's achievements.
- The childminder completes regular assessments of children's achievements and

works in close partnership with parents to identify the learning needs of each child. This includes helping to wean babies from milk onto solids and gradually progress the range of food textures they experience. However, the childminder does not make the best use of all assessment information to support her planning. At times, teaching is not focused specifically on building on what children already know, understand and can do.

- As part of her curriculum, the childminder clearly identifies how she will help children to develop their emotional control and manage their behaviour. She helps children understand about the expectations for the daily routines and the rules that are in place to keep them safe, such as for road safety.
- The childminder focuses on helping children to gain confidence in their own abilities and progressively supports them to manage everyday tasks for themselves. This includes toileting and helping with mealtimes. The childminder provides children with frequent opportunities during the week to help prepare the meals for their friends. Younger children are very motivated to make food for the afterschool children.
- The childminder identifies when children need additional support with their language development. She implements targeted daily interventions to help children to practice their sounds and extend their vocabulary. She understands when to seek guidance from outside agencies to ensure that all children get the help they need.
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- The childminder supports children's health well and helps them to learn about making healthy lifestyle choices, such as limiting sweet treats. She sets out water jugs and cups so children can pour their own drinks when they are thirsty.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- extend teaching to increase opportunities for children to make decisions and lead their play and learning
- plan learning experiences that precisely reflect the learning priorities for each child.

Setting details

Unique reference number	201087
Local authority	Warwickshire
Inspection number	10372346
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	0 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 April 2019

Information about this early years setting

The childminder registered in 1992. She lives in Whitestone, Nuneaton. The childminder operates all year round from 7am until 5.30pm on Monday to Friday, except for bank holidays and family holidays. She works alongside two other registered childminders. The childminder provides funded education for children under two, two-, three- and four-year-old children.

Information about this inspection

Inspector
Anne Dyoss

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Children interacted with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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