

Childminder report

Inspection date: 8 January 2020

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 provides a warm and welcoming environment. She observes, assesses and plans well to challenge children and ensure they make very good progress. The childminder supports children effectively so that they acquire skills and a capacity to learn. Children are happy, confident and inquisitive. The bond between children and the childminder is strong. The childminder gives children's personal, social and emotional development a high priority. The childminder organises a gradual settling-in period with parents in accordance with children's different needs. This helps them to feel emotionally secure when care begins. Children behave well. They are kind and understand expectations for sharing and taking turns. Children make rapid progress in their communication and language development. Older children describe their intentions while they play, and readily use mathematical language. They talk about building 'really tall' towers with bricks and identify the shape of the bricks they want to build with. Younger children invite the childminder to engage with them in imaginative role play. They tell the childminder that they are going to the shops, and when they play with a toy camera they ask the childminder to 'smile, say cheese'. Children have positive attitudes to learning. They are curious and concentrate well. The childminder supports their problem-solving abilities and encourages them to keep on trying if their chosen task proves difficult, offering suggestions but not taking over.

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

- Children's learning builds well on what they already know and can do. They develop good skills that help them to be ready for the move on to pre-school and school. The childminder engages parents in their children's development and learning in her setting and at home. She helps parents to share what they know about their children and keeps them informed about their children's achievements and progress. That said, the initial information that the childminder obtains from parents focuses more on care issues than on what their child already knows and can do.
- Children express themselves clearly and confidently. The childminder consistently models clear and correct pronunciation. She supports children's thinking skills effectively, for example she asks open-ended questions and gives children time to put their thoughts into words.
- Children are interested in books and stories. They choose their favourite books for the childminder to read and delight in joining in with repeated refrains. Young children carefully turn the pages and talk about what they can see in the pictures. Some of the pictures are of animals, and the childminder challenges children to match toy animals to the pictures.
- Older children spontaneously count while they play. They talk about their ages and look forward to being four because they know that the rule at the soft-play

centre is that then they can play on the yellow slide. The childminder supports older children in counting, and separating groups of toys and identifying how many more there are in one of the groups.

- Children choose to play with dough. Young children explore the texture and make marks with tools. They learn the shapes of the cutters, mould the dough and use their good handling skills to flatten it with rolling pins. Older children decide what they want to make with the dough. This includes making a goal-post model. When unsuccessful, they conclude that it is because the dough is too soft.
- Children develop an understanding of dangers and how to keep themselves safe. For example, they learn how to climb up and down stairs safely. The childminder encourages children to develop independence, including managing their own hygiene and personal needs. Children confidently make decisions about their play as they choose from the wide range of toys set out for them in the play room. However, the childminder stores a variety of toys in other areas of her home and she has not fully considered how to ensure children know what is available for them.
- The childminder evaluates her practice. Membership of an association for early years workers helps her to keep up to date with early years issues. She keeps her knowledge current through research and training. Records, policies and procedures required for the safe and efficient management of the provision are well maintained and implemented.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to keep her child protection knowledge up to date. She is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. The childminder is aware of the duty to prevent children being drawn into situations that put them at risk. She makes sure that her house and garden are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. The childminder identifies and successfully minimises potential risks in her home.

What does the setting need to do to improve?

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

- build on the initial information obtained from parents about what their child already knows and can do
- extend opportunities for children to make more spontaneous, independent decisions about their play.

Setting details

Unique reference number	201464
Local authority	Warwickshire
Inspection number	10071370
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 April 2015

Information about this early years setting

The childminder registered in 1997 and lives in the Cubbington area of Leamington Spa. She operates all year round from 7.30am to 6pm, Tuesday to Friday, except for family holidays.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- The inspector looked around the childminder's house and checked safety measures. She observed activities while children played in the indoor play area.
- The inspector spoke to the childminder and children at appropriate times through the inspection.
- The inspector discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's training and checked evidence of the suitability of adults living in the household.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures, and a range of other documentation.

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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