

Childminder report

Inspection date: 10 March 2025

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

Children are happy and settled in this setting. They have well-established relationships with the childminder and her assistant. The childminder speaks kindly to children as she joins in with their play and provides a variety of opportunities for children to develop early communication and language skills. For instance, regular stories, songs and rhymes help to build children's confidence in speaking.

Children are kind to one another and willingly share resources. They play in small groups to investigate how different sized pom-poms fit into tubes and work out how to shake them out again. Children respond eagerly to the childminder's request to 'tidy up' and work happily together to put farm animals and vehicles back in the box. They show they are familiar with the routine as they help the childminder put the box back in the correct place on the shelf. They receive high praise for their efforts and this develops a sense of pride in their achievements.

The childminder explains how she strives to ensure children enjoy the time they spend at the setting. She plans her curriculum to reflect children's interests and to promote continued progress. The childminder provides children with high levels of support and this helps them develop a positive attitude to learning.

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

- The childminder plans a curriculum based on children's interests, what they already know and what they need to learn next. However, although she provides children with a wide range of interesting activities, these are not yet sharply focused on what each individual child needs to learn next. For example, most-able children who can easily complete familiar, small jigsaws are not provided with more-challenging experiences to extend their learning. The learning intentions are not always accurately matched to children's current level of learning, and on occasions inhibit their progress.
- Generally, the childminder encourages children to be independent. For example, she encourages them to freely choose resources, and older children confidently use cutlery at mealtimes. However, at times, the childminder does not give children the opportunity to do things that they are capable of, such as washing their hands at the basin or peeling fruit at snack time. This limits the opportunities for children to develop and practise their self-care skills.
- The childminder promotes a healthy lifestyle. She provides nutritious home-cooked meals and healthy snacks. Children are mainly offered water or milk to drink, and the childminder explains about food and drinks that are 'good for you'. Children have daily opportunities for outdoor physical play. They play in the garden where they practise throwing balls into hoops and kick footballs, which helps develop balance and coordination skills. The childminder plans interesting

walks to the local park or places of interest, where children engage in outdoor learning. This helps children learn how to stay fit and healthy.

- Children are confident communicators. The childminder encourages them to choose their favourite song card and happily sing along and join in with the actions. The children sit close to the childminder as she reads a story and join in to count animals and repeat familiar phrases. They talk about their interests and share recent family experiences. The childminder uses skill to ensure all children receive the time and opportunity to participate in discussions. The childminder supports younger children's first attempts at talking by offering praise and encouragement. All children chatter as they play and are kind and caring to one another.
- Parents value the care and support provided by the childminder. They comment on the home-from-home environment and how children develop skills that will support them in later life. Parents particularly praise the childminder's commitment to promote children's language and communication skills that help them as they transition to school.
- The childminder has sound systems in place to ensure that all assistants remain suitable to work with children. She provides ongoing support to ensure they are familiar with their roles and responsibilities. As a result, assistants understand how to meet the care and learning needs of individual children.

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:

- focus the planning of activities more sharply on what each child needs to learn next, to provide them an appropriate level of challenge and maximise the pace at which they learn
- increase opportunities for children to further develop their independence in self-help and care skills.

Setting details

Unique reference number	201629
Local authority	Warwickshire
Inspection number	10374232
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	1 to 4
Total number of places	12
Number of children on roll	6
Date of previous inspection	7 May 2019

Information about this early years setting

The childminder registered in 1997 and lives in Nuneaton. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She works with an assistant. She provides early education funding for children aged between nine months and four years.

Information about this inspection

Inspector

Karen Millerchip

Inspection activities

- The inspector observed the interactions between the childminder, her assistant and the children.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder showed the inspector documentation to demonstrate the suitability of assistants.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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