

Childminder report

Inspection date: 21 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder who is kind and caring. She builds close bonds with the children to support their emotional well-being. Children articulate their wishes and feelings by using words and body language, which the childminder picks up on immediately. She provides cuddles and attention that soothes and settles children. From an early age, children begin to learn to take turns and share. Lots of praise and reassurance builds children's confidence and self-esteem. They become motivated to learn and behave well. Children think about the feelings of others as they play. They select toys from a range of equipment that captures their eagerness to learn. Children use their imagination as they make pretend meals for dolls and feed them gently. They use the role-play medical equipment to check if adults are well. They hold a stereoscope to check their chest.

The childminder has a secure understanding of what each child needs to learn. She knows the skills they need to acquire to make good progress. Children's speech and language are a focus throughout the day. The childminder talks and repeats words and sounds to the children and listens to their responses. This encourages children to extend their vocabulary and quickly build the number of words they know and recognise.

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

- Since the last inspection, the childminder has continued to work with the local authority representative to improve her understanding of the curriculum and teaching. This supports her to provide a range of activities that covers the areas of learning. However, the childminder does not always adapt activities to meet the needs of children who are at different stages in their learning. The childminder assesses children's progress and uses this to plan daily activities. That said, she has yet to fully embed children's interests into her planning.
- Children want to help and learn good routines that will support them in their future learning. They delight in tidying up. Children carry the resources between rooms, as they prepare for a creative activity. They are excited to learn and want to do well. They build a tower with the boxes as they place them onto the table.
- Children take great care as they place stickers onto paper to create a ladybird picture. Older children are adept at handling small tools. This supports their fine motor skills and prepares them for skills they will need for writing in the future. Children apply glue to the paper and stick on coloured pom-poms. The childminder shakes a box of buttons, and the younger children smile and move with excitement. They listen to the sounds as the buttons move inside. Younger children's physical strength is challenged as they cruise around the room, pulling themselves up on furniture to strengthen their core muscles.
- The childminder supports children's emerging speech. She repeats words and

sounds to the children who babble and talk back to her. The childminder talks to the children about animals. They learn about the natural world where hedgehogs hibernate. The childminder tells children they are sleeping but getting ready to wake in the spring. Bubble-blowing captures the children's interest. They look at the different colours in the bubbles, and children relish the game as they 'pop' the bubbles falling to the ground. This supports children to form words and sounds as they shape their mouths to blow the bubbles themselves. Simple mathematical language is used as the bubbles are blown higher and lower.

- Parents report that they are happy with the care and learning their children receive with the childminder. They say that their children arrive happy and settle quickly into the childminder's care.
- Children begin to learn about their own personal care as the childminder introduces them to daily routines that will support them to be healthy. From a young age, children learn about handwashing and wiping their noses. Older children learn to do simple tasks for themselves. Children's personal care needs are sensitively addressed by the childminder to keep them comfortable throughout the day.

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:

- refine planning to take account of children's individual interests and their differing abilities, so they gain the most from activities.

Setting details

Unique reference number	201672
Local authority	Warwickshire
Inspection number	10284869
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	6
Number of children on roll	3
Date of previous inspection	15 March 2023

Information about this early years setting

The childminder registered in 2000 and lives in Galley Common, Nuneaton. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum
- The inspector observed the quality of education being provided indoors and assessed the impact this was having on children's learning.
- The inspector reviewed written comments from parents and took account of them.
- The childminder showed the inspector a sample of key documentation, which supports the safe and effective management of her childcare.

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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