

Childminder report

Inspection date: 10 October 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

Children are happy in this setting. They enjoy spending time with the childminder, as she makes everything fun. For example, she sings rhymes and funny songs as children take part in care routines such as handwashing. The childminder supports them to carry out tasks for themselves. She encourages children to peel their fruit and open the packaging as they eat lunch. Practising these simple tasks enables children to develop their hand-eye coordination and fine motor skills.

Children are extremely chatty. They enjoy having visitors and are keen to talk about the experiences they get involved in. Children recall previous activities and tell visitors about the hand painting they have participated in. Children are proud of the pictures and paintings that the childminder displays. The childminder supports children to learn about the world around them. They pay particular attention to the changing seasons. The childminder encourages the use of natural resources to teach children about autumn. Together with the childminder, children collect leaves on their way home from pre-school to use in activities.

Children develop good social skills as the childminder creates a calm and consistent daily routine. She gives children plenty of opportunities to make independent choices, such as what they would like to play with or where they would like to play. This helps children develop confidence and ensures that they feel listened to and valued.

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

- The childminder has clear learning intentions for children in her care. She has developed a clear and well-sequenced curriculum to meet children's individual needs. The childminder plans effectively by using children's interests and fascinations. This helps children become highly engaged and focused on their play.
- The childminder carefully observes the children. She uses this information effectively to extend their learning further. However, the childminder has not yet developed links with other settings children attend. This means that the childminder's useful knowledge and information regarding children's care and learning are not shared to support a consistent approach.
- The childminder knows the children extremely well. She responds positively to their thoughts and ideas. The childminder nurtures and encourages early friendships. This supports children to learn to play cooperatively as they develop an understanding of their own needs and the needs of others.
- The childminder is an excellent role model. She skilfully extends children's communication and language development. The childminder uses a wide vocabulary and ensures that children understand any new words. The

childminder expertly supports children to take turns in conversation and listen to their peers. As a result of these high-quality opportunities, children develop as confident and interested communicators.

- Children access many opportunities to develop their physical skills. Together with the childminder, they spend time in the park. The childminder supports all children to have a go at climbing, running and balancing. Children build strength in their large muscles, which in turn supports the development of their gross and fine motor skills. The childminder encourages children to practise using tools. This builds their dexterity even further. For example, she supports and praises children as they practise using the scissors.
- The childminder supports children effectively to develop their independence. She has a strong vision for the skills and knowledge that children will need in readiness for their transition to school. The childminder patiently supports children to do things for themselves. They respond positively to her encouragement and persevere to put on their shoes and coats.
- The childminder is committed to her professional development. She attends webinars and training courses that will further develop her knowledge. The childminder reflects on her setting and consistently adapts and adjusts the opportunities on offer to reflect the ever-changing needs of the children.
- Parents are extremely positive about the setting. They comment on the nurturing and caring relationships the childminder develops with their children. Parents are delighted with the progress that children make. They fully appreciate how well the childminder prepares children for the next stage of their education.

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:

- strengthen links with other settings that children attend to share information and promote continuity of learning.

Setting details

Unique reference number	201709
Local authority	Warwickshire
Inspection number	10359780
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	3 to 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 December 2018

Information about this early years setting

The childminder registered in 1993 and lives on the outskirts of Royal Leamington Spa in Warwickshire. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has an early years qualification at level 5.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting 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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