

Childminder report

Inspection date: 13 November 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 provides a warm, nurturing environment for young children and babies. Her caring nature and kindness make children feel reassured and happy in her care. Children behave well and display a positive attitude to learning. Throughout their play, the childminder consistently praises children for their achievements. Children smile and clap with pride as they complete small tasks, such as peeling fruit at snack time. The childminder reminds children to use their manners and be kind to each other.

Children benefit greatly from the routines that are in place. Older children start to take responsibility for small tasks throughout the day. For example, they help tidy up their toys and carry their beakers to the kitchen at mealtimes. Babies raise their arms and acknowledge that they understand what will happen next. Children are confident in their routines.

The childminder's curriculum emphasises the importance of kindness, independence and developing confidence. This ensures children have the skills they need to support their future learning. The childminder plans her curriculum around the children's next steps in development. As part of her curriculum, children enjoy many experiences in the community. For example, they visit a forest school at the children's centre. They also learn about the world around them. Children visit the hedgehog sanctuary and learn about hedgehog safety on Bonfire Night. This helps children to meet other children and build their social skills.

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

- The childminder accesses professional development courses to keep her knowledge and skills current. She attends mandatory safeguarding and paediatric first-aid training and joins online webinars. This helps the childminder to keep her knowledge current.
- The childminder uses her observations of children well. She identifies what children know and can do and what they need to learn next. The childminder identifies children who need support. She understands the importance of sharing information and communication. This approach supports children who attend more than one setting. The childminder works with other professionals to ensure that children make good progress. This helps to create a continuous approach between the different settings.
- Children learn the importance of staying safe and healthy through everyday routines. For example, they play outside in the childminder's garden and walk to school. The childminder supports children to learn about staying safe. For example, they begin to understand the importance of using knives safely at mealtimes and be careful when climbing steps in the garden.

- The childminder helps children to understand the importance of good hygiene practices. She promotes this with children of all ages. For example, she reminds children to wash their hands regularly. The childminder shows babies how to wipe their hands, such as at snack time. Children learn to 'pinch and wipe' when they blow their noses. The childminder teaches them how to dispose of their tissue in a 'tissue bin'. This encourages children to develop their independence.
- The childminder supports children's early language skills well. When she talks about hedgehogs, she introduces new vocabulary, such as 'spiky' and 'soft'. The childminder engages children in conversations during their play. She encourages them to talk about what they are thinking and doing. For example, they discuss the ingredients they need to make imaginary carrot soup in the play kitchen.
- The childminder promotes children's physical development well. Older children have space to run and jump in the garden. The learning environment encourages the physical development of babies. As they learn to walk, babies use furniture for support. Babies start to balance and gain control of their bodies and move around the room freely. Older children engage in activities that strengthen their hand muscles and hand-eye coordination. For example, they use tweezers to squeeze and lift objects out of small spaces.
- Children have opportunities during trips to the park and forest school visits to experience sensory play through nature. However, indoors, there are fewer opportunities, especially for young children, to explore their senses. The childminder does not always offer young children opportunities to explore their senses, encouraging them to test out their ideas and play more creatively.
- Parents speak highly of the childminder. They describe the positive impact she has on their children and family. The childminder informs parents about their child's progress and learning using a messaging app. Parents comment that their children have 'flourished', and they appreciate the range of learning experiences the childminder provides. They praise the 'safe and nurturing environment' she creates.

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:

- adapt the provision and curriculum more readily, supporting young children's sensory play and exploration as much as possible.

Setting details

Unique reference number	EY286569
Local authority	Warwickshire
Inspection number	10363895
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	15 January 2019

Information about this early years setting

The childminder registered in 2004 and lives in Bedworth, Warwickshire. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for family holidays. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Clare Walton

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- 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.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector read written feedback and spoke to parents during the inspection and took account of their views.

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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