

Childminder report

Inspection date: 17 April 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder has made the required improvements since the last inspection. The correct procedures are followed to provide the necessary information to enable background checks to be carried out to ensure that the assistants are suitable to work with children. Children are happy and very well settled with the childminder and her assistants. Children receive comfort and reassurance when needed and seek to involve the childminder and her assistants in their games. This helps children to feel safe and secure in their care. Children enjoy being with the adults and have fun as they play together. For example, they chatter happily while they set out and engage in a tea party together. Children enjoy pretending to feed baby dolls and ask for help to change their nappies and clothing.

Children behave well. Minor disputes are resolved quickly and calmly, and children continue to play well together. Children show positive attitudes and behaviours. For example, they routinely help to tidy away toys and set out chairs at the tables in preparation for lunch. Children listen and respond well to the adults. They generally acquire the skills and understanding they need to prepare them well for their next stages of learning.

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

- The childminder has clear intentions for what she wants children to achieve. She and her assistants make plans to build on what children already know and can do. However, there is scope to sharpen the focus of their teaching to more closely support what each child needs to learn.
- The play environment is inviting and arranged well. The childminder adapts areas to enable children to freely explore and access resources of their choice. As a result, children are confident to pull out their chosen drawers of toys and sit to play happily together. For example, children take out a box and play with musical instruments. They use a tambourine and a drum and smile together as they beat them to the same rhythm.
- The childminder places high emphasis on building children's confidence and self-esteem. As a result, all children, including babies, show high levels of confidence as they explore the environment and play with and alongside other children.
- Children thoroughly enjoy singing together. The childminder provides a range of puppets and props for children to select from and engage with while they sing. Younger children use the props to communicate their choice of songs. They sing the words they know and are excited to follow the actions of familiar songs, giggling when they reach the end with a big clap. Babies smile and bounce along to the songs.
- The adults promote communication and language well. They speak clearly with children and adapt their language to include new words and help children to

understand during play and when reading stories. Children have opportunities to use and practise their speaking skills during discussions and when answering questions.

- Children become increasingly independent. For example, they make attempts to put on their shoes in preparation for play outside. All children, including young babies, feed themselves and wipe their faces after meals. Older babies indicate their personal care needs and receive the encouragement and support they need to progress to their next stages.
- The childminder ensures that children are provided with opportunities to learn about other people's similarities and differences in our communities and what makes them unique. Children learn about different festivals through stories and various art and craft activities.
- The childminder ensures that she and her assistants undertake mandatory training for first aid. She and her assistants regularly reflect and evaluate the setting together to consider how they develop the provision. The childminder has some considerations for their professional development. However, this has not yet taken place to help strengthen their knowledge and keep it current.
- Parents speak highly of the childminder. They say their children are happy and have fun while they attend. Parents say they are happy with the information they receive about their child's care and learning.

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:

- sharpen the focus of teaching to more closely support what each child needs to learn to enable them to make progress as rapidly as possible
- build further on professional development to strengthen and embed existing understanding and help to keep this knowledge current.

Setting details

Unique reference number	EY287502
Local authority	Warwickshire
Inspection number	10326134
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	0 to 10
Total number of places	18
Number of children on roll	13
Date of previous inspection	1 December 2023

Information about this early years setting

The childminder registered in 2004 and lives in Shipston-on-Stour, Warwickshire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with two assistants. The childminder provides funded early years education for three-year-old children.

Information about this inspection

Inspector
Suzanne Taylor

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 setting.
- The childminder and the inspector had a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector spoke to parents at appropriate times and considered their written views of the childminder's provision.
- The inspector spoke to children and the assistants at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of adults working in the setting.

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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