

Childminder report

Inspection date: 27 March 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 and enjoy attending with the childminder. She is warm, caring and attentive towards them. This helps them to feel safe and secure in her care. Children are eager to join in play activities with the childminder. For example, she reminds them of a recent game they played where they used two halves of a toy egg and hid an item underneath one half. The childminder builds anticipation as she moves the pieces about. Children are thrilled to discover what is hidden. Children learn to follow this process and continue this game with lots of cheers and giggles throughout.

The childminder has clear intentions for what she wants children to learn while attending. She ensures that the learning is sequenced to enable children to continually build on their prior learning. Children behave well. They respond well to the childminder's guidance and gentle reminders to use their good manners. She supports children to learn turn-taking during play. This helps them to make friends and play well together. Children gain the skills and understanding they need to prepare them for their next stage in learning and the eventual move on to school.

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

- The childminder uses a well-thought-through curriculum for children's learning. She is ambitious for what children can achieve while in her care. She uses the information she gains from parents when children first start to help her understand what children know and can do to help her prepare for what they are ready to learn next.
- The childminder routinely monitors the progress children make which helps her to identify their achievements and where children may need some additional support to catch up with their peers. She effectively liaises with parents, and other professionals to ensure that children receive the support the help they need.
- The childminder promotes communication and language generally well, through her use of a range of books, rhymes and songs. She has interesting conversations with children and repeats back the words they say correctly for them to hear. However, there are times when the childminder asks questions, she provides little time for them to think before they decide how to respond with their ideas.
- Children develop independence with increasing ability. They manage their personal care, dress themselves and tidy away toys with enthusiasm when they are asked to. The childminder creates opportunities for children to do things for themselves, for example, children safely chop fruit when they help to prepare their snacks. The childminder gives them lots of praise for their achievements. This helps to raise their self-esteem and confidence in their abilities.

- Children enjoy being creative. They focus during play and use a range of magnetic shapes and bases with wheels to build. They say they have made a 'transporter' as they add cars to the three-storey structure. During this game, children learn about how these shapes fit together and what they are called.
- The childminder is innovative and creates exciting activities for children to engage and learn while they play. For example, they play with a car wash, to wash cars with various cleaning resources. The childminder talks about the textures of the different sponges and introduces new vocabulary such as, 'rough, smooth' and 'scratchy'. Children gasp with excitement when they squeeze the spray and water comes out. They laugh when they take a turn to operate the signs for 'stop' and 'go'.
- The childminder ensures she continues her professional development to keep her knowledge current. She seeks training and research which helps to build on her existing knowledge and enhance the provision for children further. The childminder maintains her mandatory training for safeguarding and first aid to ensure her practice is up to date.
- Parents are very happy with the childminder. They say she is kind and nurturing with children. They especially comment on the exciting activities she provides for the children to enjoy. Parents value 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:

- provide children with enough time to think and respond to questions with their own ideas.

Setting details

Unique reference number	EY296549
Local authority	Warwickshire
Inspection number	10312372
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	27 April 2018

Information about this early years setting

The childminder registered in 2004 and lives in the Kingsbury area of Tamworth, Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early years education for three- and four-year-old children.

Information about this inspection

Inspector
Suzanne Taylor

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and inspector completed a learning walk discussion together to find out 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 took account of the views of parents from the written information provided.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder and to find out how the setting is organised. The inspector reviewed relevant documentation, including evidence of the childminder's qualifications.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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