

Childminder report

Inspection date: 21 May 2025

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 develop as confident learners in this nurturing setting. The childminder prioritises their emotional well-being, and as a result of this, children demonstrate feelings of safety and security while in her care. They seek close physical comfort from the childminder and enjoy sitting with her to share books and stories. Children confidently share their thoughts and feelings as they know the childminder listens carefully. When children need support, the childminder offers gentle encouragement, such as helping them to order the pieces of a puzzle, in order to be successful.

Children develop high levels of independence. The childminder teaches them how to wash their hands, and they demonstrate exceptional confidence. Children develop excellent hand-eye coordination and fine motor skills as they operate the tap and the soap dispenser competently. They confidently explain how they wash the germs away, and then use towels to dry their hands. Children understand the need to take turns, and they negotiate who will go first. They practise their physical skills as they bend and stretch, using the step to help them reach the light switch and the sink. The childminder praises their skill and independence, which builds their confidence even further.

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

- The childminder uses children's interests to plan for their learning. For example, they visit the local train station together, as children love to look at vehicles and engines. The childminder builds on children's fascinations to extend their knowledge of the world around them.
- The childminder continuously gathers information from parents. This helps her to understand any changes to children's home lives. The childminder works in partnership with parents to extend children's learning at home. For example, they use similar strategies to encourage toilet training.
- The childminder demonstrates a high level of commitment to her professional development. She attends webinars and training sessions regularly and uses newly acquired knowledge to enhance her provision. For example, she updates her procedures to reflect the recent changes to the local arrangements for family support.
- The childminder is a strong role model for children's communication and language. She consistently introduces vocabulary and ensures that children hear new words in the context of their play. The childminder uses single words for younger children, while using more complex and sophisticated language with older children. As a result of her skilled approach, children develop as confident communicators who are eager to talk with visitors.
- Children confidently share their thoughts and ideas. The childminder observes

both their verbal and non-verbal communication. She responds positively when they become restless. The childminder makes suggestions and encourages children to make choices in their play. This helps them to remain engaged and focused.

- The childminder provides opportunities for children to practise their fine motor skills. They develop their hand-eye coordination and manual dexterity as they successfully operate tweezers to pinch and sort small objects. The childminder praises children as they persevere with this tricky task.
- The childminder encourages older children's readiness to learn simple mathematical skills, such as shape recognition. Sometimes, she does not use opportunities to help children explore counting in different contexts to deepen their early mathematical learning.
- The children enjoy singing and making music. The childminder offers props to engage children in action rhymes and songs. She encourages participation as she pauses for children to join in. Younger children enthusiastically copy the childminder's actions while older children learn the words of familiar songs. They are eager to use a range of musical instruments. This helps to develop children's sense of rhythm and build their confidence.
- The childminder uses positive strategies to encourage turn-taking and cooperative play. She demonstrates kindness and compassion in her interactions with children. This helps them to show kindness to their peers. Children behave well. They respond positively when the childminder issues simple instructions and are keen to help with tidying away.
- Parents are overwhelmingly positive about how the childminder engages children in stimulating play and learning opportunities. They appreciate how the childminder supports children to develop their understanding of a healthy lifestyle through the provision of nutritious food and visits to the dentist. Parents state that the childminder keeps them fully informed about their children's development.

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 opportunities for children to explore counting in everyday contexts to further encourage their early mathematical skills.

Setting details

Unique reference number	EY301137
Local authority	Warwickshire
Inspection number	10388330
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 July 2019

Information about this early years setting

The childminder registered in 2005 and lives in Nuneaton. She operates all year round, from 6am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded places.

Information about this inspection

Inspector
Lisa Gadsby

Inspection activities

- 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.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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