

Childminder report

Inspection date: 17 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

The childminder's home is warm and inviting for children to attend. When children are with her, their faces light up with excitement and joy. The childminder speaks to them warmly, and her attentive nature immediately puts children at ease. She uses kind words and a gentle tone to create an atmosphere of safety and security. This fosters a sense of trust among the children. They eagerly show affection by giving spontaneous cuddles to the childminder, and they form strong, positive relationships with each other.

Throughout the day, the childminder actively interacts with children in her home. She narrates their actions and explains her own activities and the next stages in their daily routine. This approach helps children to grasp the structure of their daily activities and promotes the development of their language skills. Children feel confident knowing what will happen next and often help the childminder with daily activities. For example, they eagerly help to tidy away toys before lunchtime.

Children benefit from valuable experiences, including outings that enhance their knowledge of their community and the world around them. For example, they participate in Remembrance Day celebrations, take a trip to a nearby farm, join in story sessions in a museum, and explore their natural surroundings during woodland walks.

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

- The childminder demonstrates a commendable level of adaptability, tailoring her curriculum to meet the individual learning needs of each child at their stage of development. She prioritises fostering learning through activities that align with the children's interests and encourages spontaneous engagement. The childminder finds out from parents what children know and can do and makes plans to build on this learning when they first start. However, the childminder does not yet consistently support or extend children's knowledge further. For example, when teaching about healthy eating, the childminder does not explain the reasons behind the nutritional benefits and the effects that food has on children's bodies.
- The childminder plays a crucial role in helping children to understand basic mathematical concepts and number. For example, children actively engage in sorting and classifying shapes based on their colours. This enables them to learn the names of the shapes and the colours that they are associated with.
- The childminder closely monitors children's development and evaluates their progress effectively. Children show progress in all learning areas. The childminder has a good knowledge of child development, and she plans activities and outings that align with their individual learning needs. For example, older

children enjoy learning to brush model teeth, while younger children enjoy sensory exploration of different textures.

- The childminder fosters a language- and literacy-rich environment. Children enthusiastically select books and eagerly listen to a variety of stories. Additionally, the childminder involves children in storytelling by using story props. For example, children use wooden story spoons to talk about their favourite characters.
- Partnerships with parents are effective and valued. Parents express their gratitude for the childminder's regular updates on their children's daily activities and the progress they make while attending. They appreciate her flexibility and the high level of care and attention that their children receive in her home.
- The childminder encourages children to practise good hygiene by regularly washing their hands and learning positive hygiene habits. However, there are instances where the childminder does not explain to children the reasons behind following safety rules and the importance of hygiene and being careful. This does not promote children's understanding of how to keep themselves safe.
- Children have many opportunities to be physically active. They use their handling skills to stick shapes, build towers from blocks, and play with transparent sensory scarfs. The childminder fosters children's development of their larger muscle movement by creating life-sized cutouts of children's figures and encouraging children to paint them to display on the wall.
- Children feel a sense of belonging in the childminder's home. The childminder has thoughtfully created a display featuring a family tree with photos of the children and their families positioned at the children's level. This is a focal point for children, encouraging interaction and discussions about each child's similarities and differences. Children display good manners and respect and care for each other.

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:

- continue with professional development to raise the quality of teaching to extend children's learning further so that they make the most progress they are capable of
- provide children with clear explanations to help them to recognise potential dangers and to understand how to protect themselves.

Setting details

Unique reference number	EY359026
Local authority	Warwickshire
Inspection number	10366222
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	4 February 2019

Information about this early years setting

The childminder registered in 2007 and lives in Nuneaton. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The provision offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anna Makowska

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector took account of parents' views of the childminder's service from the written information provided.
- 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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