

Childminder report

Inspection date: 24 August 2022

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 confident in the childminder's care. They receive gentle support as they settle in. The childminder works closely with parents, ensuring that children receive consistent care and the emotional support that they need. The childminder understands children's current developmental stages and what they know and can do. She builds on this knowledge by offering sensitive and individualised support. The childminder offers children an ambitious curriculum. She provides well-planned activities and play opportunities that help children to develop knowledge and skills. As a result, they make good progress and are well prepared for their future learning and move on to school.

Children grow in confidence and are delighted by their achievements. They proudly display badges the childminder has awarded them to celebrate good work. During games, children show their enjoyment. For example, they excitedly ask to play 'the ice-cream game', which involves finding and matching pictures of ice creams into pairs. Children listen to stories and sing songs, joining in as they play instruments with enthusiasm. They also draw and share their creations with the childminder, visitors and parents. The positive praise that children receive builds their self-esteem further.

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

- The childminder provides children with a broad curriculum that covers all areas of learning. She carefully considers what children need to learn next and plans activities to develop their knowledge and skills.
- The childminder communicates clearly and enthusiastically with children as they engage in play and activities. She talks to children about what they are seeing, thinking or doing. However, she does not make the most of opportunities for children to learn new vocabulary or to build on their communication and language skills.
- The childminder reflects on the quality of her provision and the impact of the curriculum. She finds out what children know and can do before they start in her care, and continually assesses the progress they make. She identifies gaps in their learning and confidence and works with children to help them to develop the skills they need.
- Children benefit from time outdoors in the fresh air. The childminder supervises children well and encourages them to take appropriate risks. Children develop skills on a range of play equipment. For example, they enjoy using a slide and riding bicycles. Consequently, children make good progress in their physical development.
- Children's personal and emotional well-being is promoted effectively by the childminder. She comforts them if they become upset or begin to tire, reassuring

them and providing good levels of support.

- Children are supported as they develop their independence. For example, they manage their personal care needs and help to tidy the toys away. Children peel their own fruit and are encouraged to open their yoghurts at lunchtime. The childminder encourages children to eat a balanced diet. However, the childminder does not fully support children in gaining a better understanding of the benefits of healthy eating.
- The childminder communicates her expectations of behaviour very clearly to children. They understand rules and boundaries and behave well. They are polite and engage positively with each other, the childminder and visitors.
- The childminder keeps her knowledge and skills up to date. She completes training and ensures that her assistants do the same. She offers a good level of support to her assistants. This ensures that they are aware of, and are fulfilling, their roles and responsibilities. The childminder regularly observes their practice and provides them with feedback to help them grow in their roles.
- Partnerships with parents and other providers are strong. Parents speak positively about the support that their children receive from the childminder and the progress that their children make. The childminder shares information with teachers from schools that children will attend. This helps children to settle in and provides important information to the adults who support them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues and a clear procedure for managing concerns about a child's safety and welfare. She is aware of the action to take in the event of an allegation about an adult working or living in the premises. The childminder carries out risk assessments and takes appropriate steps to ensure that the environment is safe, secure and suitable for children. She follows safe practices when recruiting assistants to ensure, that they are suitable for their roles. Consequently, the children are protected.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance opportunities to introduce children to new vocabulary and support their communication and language skills even further
- support children to gain a better understanding of the benefits of healthy eating.

Setting details

Unique reference number	EY363028
Local authority	Warwickshire
Inspection number	10231766
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	14
Number of children on roll	14
Date of previous inspection	22 September 2016

Information about this early years setting

The childminder registered in 2007 and lives in Atherstone. The provision operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She sometimes works with assistants.

Information about this inspection

Inspector

Matt Hedges

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 setting.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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