

Childminder report

Inspection date: 25 July 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 builds positive relationships with children, helping them to feel safe and secure. For example, as children wash their hands, she sings them a song to reinforce good handwashing techniques. She talks to them while helping them to get dressed, counting their legs. They happily play a game together, where they point to each other's eyes, ears and nose, learning their body parts. Young children enjoy playing outdoors where they have plenty of time to engage in their learning. For example, they spend extended periods tipping and pouring water from one tea pot to another and stirring different colours of paint into shaving foam with a spoon. They develop good fine-motor skills and hand-eye coordination.

The childminder establishes children's starting points through discussions with parents and carers. She finds out about children's previous experiences to plan the curriculum. As a result, children make good progress in their learning. They behave well. The childminder recognises the importance of children learning to do things for themselves, therefore she role models how things work and encourages children to have a go. For example, she supports children to use both hands when squeezing the paint out of the bottle. She gives them the time to practise new skills, such as taking the lids off containers. When children find self-help skills difficult, she encourages them to ask for help, ensuring they learn to communicate their needs.

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

- The childminder plans experiences for children to learn about the community in which they live. For example, they visit the local mosque and explore saris as part of the continuous provision. They meet with other childminders and their children to further develop their social skills.
- The childminder develops effective links with other professionals involved in the care of children. She values and implements any feedback they offer to support children who require additional support. For instance, she ensures that children receive daily exercise to build core stability, helping them to weight-bear and eventually walk.
- The childminder works with parents from the outset. She values their opinions, using feedback forms to collect their thoughts and requests. This helps her to identify any potential areas to develop. To further improve information-sharing with parents, the childminder has plans to create a private social media page.
- Parents comment on how well the childminder keeps them up to date about their children's day. They are extremely grateful for the 'extra effort' she provides for children, describing her as 'supportive' and 'patient'. Parents report on the progress that their children have made. They say, 'Children's social skills have notably got better' and 'Their speech and coordination have come on leaps

and bounds.'

- Children lead their own learning, having full control over where they want to play and what they want to do next. However, the childminder is yet to provide young children with a consistent routine. Consequently, children are placed to sleep when they are not fully tired, and they choose to eat a biscuit over having their lunch. This does not promote healthy habits around feeding and sleeping.
- The childminder gives young children opportunities to hear and repeat language. For instance, she uses words such as 'aubergine' and 'broccoli' as children practise cutting up pretend vegetables with a plastic knife. When children say 'broc broc', she says 'broccoli', modelling the correct language. However, occasionally, the language she uses to talk to young children is too complex. This does not help children to learn new words quickly.
- Young children are learning to count from one to three. The childminder seizes every opportunity to introduce numbers as they play. For example, as children stir the paint into the shaving foam, she counts the stirs, and as they place small sorting bears into cups, she counts the bears. This promotes children's early mathematical understanding.
- The childminder ensures that all mandatory training is up to date, including paediatric first aid and safeguarding. She recognises that she would like to improve her skills in supporting children's learning across the prime areas. Therefore, she has recently enrolled on some additional training with the local authority to achieve this.

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 younger children with consistent routines to promote healthy habits around feeding and sleeping, supporting them to know what comes next
- simplify language to support younger children to develop their speech.

Setting details

Unique reference number	EY364563
Local authority	Warwickshire
Inspection number	10339340
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	11 July 2018

Information about this early years setting

The childminder registered in 2007 and lives in Bedworth, Warwickshire. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Mikaela Stallard

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 spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The views of parents were considered by the inspector via feedback forms.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.
- The inspector interacted with children during the inspection.

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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