

Childminder report

Inspection date: 24 April 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 is kind and caring towards the children. She provides a nurturing environment where children settle easily in her care. Children are happy and content. They display good levels of confidence and behave well. Children show a positive attitude and make good progress in their learning. The childminder promotes good manners and reminds children to be kind to their friends. She is a positive role model and reassures children with plenty of praise.

The childminder plans a broad curriculum. She takes children's interests and the natural cycle of the year to plan a range of learning experiences. For example, she supports children as they use binoculars and magnifying glasses in the garden. The childminder encourages children to talk about what they can see, as they explore twigs, leaves and flowers. They show their fascination as they observe the patterns and lines on leaves. Children enjoy looking for hidden insects. As they use the magnifying glasses, they understand they can see things in greater detail. For example, as they look at an ant, they comment, 'Look it gets bigger and bigger the closer I get.' The childminder supports children to explore, and this helps to develop a sense of curiosity. Children have plenty of time and space to enjoy the outdoors.

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

- The childminder keeps her knowledge up to date. She has recently attended a number of training courses. For example, she has updated her safeguarding training. She is also keen to access further courses that will support children's learning outdoors. This has a positive impact on children as she strives to continually develop the service.
- Overall, teaching is effective, and children make good progress. But sometimes the childminder does not take into account the differing ages of the children. This means the activity can prove too challenging for the youngest children. For example, older children practise using scissors, but the youngest children struggle. This is because they have not yet built the strength in their hands to be able to hold the scissors. Therefore, these children quickly lose interest.
- Parents speak positively about their relationship with the childminder. There are regular discussions about their child's day. Parents receive information and photos that describe how well their child is progressing. They comment on the 'homely feel' and the range of learning experiences the childminder offers.
- In general, children develop good communication and language skills. They enjoy a wide range of songs, rhymes and stories. Younger children clap and show they listen and join in with the actions. The childminder supports older children to extend discussions or respond to questions. However, although the childminder introduces new words, she does not always model them to further

expand children's vocabulary.

- The children access a range of resources in the garden that supports their physical development. They play with balls, on climbing equipment and ride on toys. Children learn to climb and balance and practise catching and throwing. The childminder teaches the children about safety as they use the slide, run and jump.
- The childminder takes children out in the local community. The children walk to local parks, woods and visit local toddler groups. They are able to explore the seasons and focus on the natural world. On a recent walk, the children recall seeing frogspawn in a pond and a deer in the local woods. Children regularly attend a local toddler group. This helps them to socialise with a wider group of children.
- The childminder supports children's growing independence. She guides them to put on their own coats and fasten shoes. Throughout the day, the children have opportunities to choose where and what they play with. Older children help to tidy up and manage their own care needs. The childminder helps children develop the skills they need for their next stage of learning.
- The childminder teaches children about the importance of a healthy lifestyle, for example, at mealtimes and in the role-play area as children pretend to buy fruit and vegetables. Also, children learn about the importance of hygiene. The childminder talks to children about when and why they need to wash their hands.

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:

- enhance teaching skills so that group activities take closer account of the differing needs and abilities of children
- extend children's language skills through modelling words and new vocabulary.

Setting details

Unique reference number	EY366016
Local authority	Warwickshire
Inspection number	10335603
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	21 June 2018

Information about this early years setting

The childminder registered in 2008 and lives in Rugby. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Clare Walton

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- 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.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that was having on children's learning.

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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