

Childminder report

Inspection date: 13 September 2019

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 make good progress from their starting points across the seven areas of learning. They are happy, confident and inquisitive. The bonds between babies and the childminder are strong. The childminder interprets their wants and needs successfully as they communicate with her through gestures and the tone of their voices. They babble happily and begin to make recognisable sounds. Older children use their good language skills while they play together cooperatively. Children make decisions about their play. They look forward to a daily walk in the local area and know that this ends with time in the play park very close to the childminder's home. During the walk, children are aware of the rules for crossing roads. They know that they must look and listen before deciding if it is safe to cross. At the front of one of the gardens, a resident has placed cut flowers for sale. The childminder supports children's learning that print carries meaning as she points to a notice that displays the cost for five flowers. The children talk confidently about the different colours, and the childminder challenges each child to count out their five favourite flowers. They then join her as she knocks on the resident's door to make their payment. The childminder encourages children to talk about their own home and family. She provides some activities that help children understand diversity. The childminder works effectively with parents to consistently promote their children's care and learning.

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

- The childminder uses her strong knowledge of how children develop and learn to help all children make good progress in readiness for the eventual move on to school. She observes, assesses and plans effectively to ensure that each child continues to reach the next stage in their learning.
- Children speak confidently, sharing their opinions as they make decisions about their play. The childminder adopts effective teaching strategies to support babies' emerging speaking skills. For example, while interacting with them, she repeats the sounds they make and encourages them to repeat the words she says.
- Children are emotionally secure. The childminder agrees a settling-in period with parents in accordance with their child's needs so that they gradually get to know her and the new environment. Children behave well. They know the childminder's expectations with regard to being kind to others, sharing and taking turns. She consistently boosts children's self-esteem, for example through offering praise for children's efforts and achievements.
- The childminder fully supports children in being physically active. She teaches them how to use equipment safely at the park, while not inhibiting their risk-taking. Children climb up rope ladders, use the slide, and climb on and operate swings independently. In the childminder's garden, they learn about the natural

world. They plant and grow fruit and vegetables, and they talk proudly about the strawberries they have been growing and eating.

- The childminder reviews her provision to identify priorities for improvement. She consistently seeks training to help her to improve her early years knowledge and skills. She completes online research and meets with a group of childminders to share information about early years issues.
- Children practise their good handling skills in a variety of ways and older children can draw shapes. Some can write their names. Babies pull themselves to standing so that they can access inset puzzles that they know are kept on low-level shelves. They use their strong thumb- and two-finger grip to hold onto buttons and remove the pieces.
- The childminder consistently supports children's mathematical development. Children enjoy role play and involve the childminder while they play with shop equipment. The toy fruit that they pretend to sell her divides into pieces and she encourages children to recognise that there are two halves and four quarters.
- Parents are very happy with the service provided and the progress their children have made since attending. They say their children enjoy spending time with the childminder, and comment on how much the children have learned.
- The childminder provides some activities that support children's learning about similarities and differences in society. However, she does not fully promote children's learning about different traditions, families and communities outside their own experience.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to keep her child protection knowledge up to date. She is aware of the signs of abuse and neglect, and knows the local referral procedures to follow if she has a concern. The childminder makes sure that her house and garden are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. She identifies and successfully minimises potential risks in her home.

What does the setting need to do to improve?

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

- help children to develop a better understanding of similarities and differences in society, for example, with regard to different families, cultures, beliefs and traditions.

Setting details

Unique reference number	EY379618
Local authority	Warwickshire
Inspection number	10071390
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	23 April 2015

Information about this early years setting

The childminder registered in 2008 and lives in Rugby, Warwickshire. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector observed activities while children played in the indoor and outdoor play areas. She discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's qualification and training, and checked evidence of the suitability of adults living in the household.
- The inspector looked at a range of documentation, including a selection of children's assessment records and planning, policies and procedures.
- The inspector took account of parents' views about the provision.

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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