

Childminder report

Inspection date: 12 March 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 has a warm and caring approach. She knows children's individual needs and provides for them accordingly. The childminder talks calmly and soothingly when explaining to children what is happening next in their routines. She provides children with visual aids to support their understanding of these routines, and children follow them well. This helps children to feel safe and secure.

Children demonstrate positive attitudes to their learning and are curious as they find out how to do things. For example, when dressing themselves to go out into the garden, they notice their sleeves are inside out. The childminder guides them by asking questions to try and find out if they know how to fix this. They confidently share their solution, and the childminder encourages them to do this for themselves. This supports their independence and problem-solving skills.

The childminder provides children with rich experiences as she develops their interests. Children look through photos of past activities and places they have visited with the childminder. They recall visiting the space centre and enthusiastically talk about what they saw and liked best about it. This demonstrates the long-term knowledge children retain from the experiences they receive.

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

- The childminder develops children's understanding of mathematics through their play. She observes children and skilfully asks questions that help to extend their knowledge. For example, as children collect objects to hide under a cloth, they correctly count them out. The childminder then asks if they take three away from what they have, how many remain. Children confidently share the answer, and the childminder praises them for their contribution. This supports children's understanding of mathematical concepts.
- Children develop a love of books. They thoroughly enjoy choosing from the range of books on offer. Children sit with their friends and confidently talk to each other about what they like most about the story. They often retell the story from what they remember. This helps to develop their self-confidence.
- Overall, children behave well. The childminder supports children to understand their behaviours and reminds them of the rules to follow. However, occasionally, children become overly excited. The childminder has not considered how to further support them to regulate their behaviours. Therefore, during activities, children's over excitement can sometimes interrupt other children's learning.
- Children choose what they wish to play with and select from the range of different activities and resources on offer. As children explore the garden, the childminder helps them to develop their vocabulary. For instance, as children

watch the rain land in the bucket of water, the childminder introduces new words, such as 'ripple'. This also supports children's understanding of cause and effect.

- The childminder ensures that children are well prepared for their move on to school. She carefully monitors their development and shares regular updates with parents. The childminder reviews children's next steps to assess whether they are making expected progress. If gaps in their development are identified, the childminder quickly puts interventions into place. This ensures that all children make the progress they are capable of for their age and stage of development.
- Parents speak highly of the care their children receive from the childminder. They appreciate how she acknowledges children's cultural beliefs and celebrations, which helps them to feel valued and unique. The childminder shares regular updates to support parents with children's learning at home. This provides a well-rounded approach to children's learning and development.
- The childminder expertly supports children's personal care routines. Children confidently wash their hands before mealtimes. The childminder supervises children at all times when they are eating, to ensure that she can assist with their needs and keep them safe.
- The childminder is very reflective of the quality of the care and learning she provides for children. She keeps her mandatory training up to date and builds on her professional knowledge through a range of different training courses.

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:

- strengthen behaviour management strategies to help children learn to regulate their behaviour and enable all children to remain engaged in their learning.

Setting details

Unique reference number	EY387106
Local authority	Warwickshire
Inspection number	10317438
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	1 May 2018

Information about this early years setting

The childminder registered in 2008 and lives in Cawston, Rugby. She operates all year round from 7.30am to 5.30pm, Monday to Friday. The childminder holds an early years qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

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 she ensures that they are safe and suitable.
- The childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and the inspector discussed how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared written views of the childminder with the inspector.
- 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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