

Childminder report

Inspection date: 16 January 2020

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 enjoy their time in this warm and interesting environment. The childminder is warm and caring. Children are happy and secure. The childminder places a high priority on children's emotional well-being. Children begin to learn about early mathematics. The childminder skilfully introduces counting. She takes account of how each child learns. Children recognise what happens when they add 'one more' to a number. Older children learn how numbers reduce as they take one away. Good support for children's emerging vocabulary helps them to begin to see how words are formed. Children see their home languages in the environment. Support for children who speak English as an additional language is good. Children are confident, motivated learners. They visit a local group during the week and socialise with other children. They run and play outside, and acquire good physical skills as they manoeuvre equipment and develop good muscle control. Children's behaviour is good. Positive praise and reinforcement from the childminder help children to develop good self-esteem. Children learn about what is right and wrong. Older children show empathy for younger children. All children are motivated and keen to learn. The childminder holds a vision for all children to do well.

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

- The quality of teaching is good. Children develop an enjoyment of books. The childminder reads to the children. She takes them on an imaginary journey as they go on a bear hunt. She introduces a range of language as they go 'up and over', 'under and through' as they look for the cave. Children enthuse as they sing songs and action rhymes. They have high levels of confidence. At times, they lead the singing as they show the childminder the actions to the songs they know well. Children practise and strengthen their fine motor skills. They manipulate play dough and build their muscle strength. They learn to hold a pencil. Children acquire the skills they will need for their next stage of learning.
- Children's behaviour is good. From an early age, they are encouraged to think about how their behaviour may affect others. Simple rules in the house keep children safe. Children walk and do not run indoors. They learn to share and take turns. They smile as they use the hand puppets. Each child is supported to take their turn to be the 'monkey' and the 'crocodile' as they sing.
- The childminder makes accurate assessments of each child's progress. She knows the children well and uses what each child can do to plan their next steps precisely. She has a good understanding of the curriculum and how this can successfully provide what children need to learn next. That said, she does not yet make the most of what other providers know about the children so that children can make the very best progress possible.
- Parents are happy, and relationships are good. Parents provide positive written responses to questionnaires. They say that they are happy with the care and

education their children receive. They like the artwork and information that is shared about their children's progress.

- The childminder teaches children about good hygiene practices. They regularly wash their own hands during the day. Fresh snacks, such as fruit, help children to think about what is good for them to eat. Children start to learn to manage their own personal care. Older children become more independent. The childminder recognises signs when children are tired or upset. She takes time to settle children in a safe environment.
- The childminder introduces children to our diverse society through a range of equipment and resources. Children experience a variety of traditions and cultures outside of their own. They take part in different festivals throughout the year.
- Partnership working between the childminder and her co-childminder is effective. They have a shared ethos for children to do well. That said, the childminder does not always make the very best use of other training that is available to raise the quality of care and learning for the children attending to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection. She is familiar with the signs and symptoms that may indicate that a child is more vulnerable to risk of abuse. The childminder knows the local procedures to follow in the event of a concern about a child in her care. She has a good understanding of how to keep children safe. The premises are safe and secure. Daily risk assessments help to identify and minimise any risks to children in the environment. As a result, children can play and learn in safety.

What does the setting need to do to improve?

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

- expand strategies to engage with other providers that children may attend, in order to support continuity in their learning
- make the best of professional opportunities to drive teaching to the highest level.

Setting details

Unique reference number	EY392463
Local authority	Warwickshire
Inspection number	10072200
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	13
Date of previous inspection	10 July 2015

Information about this early years setting

The childminder registered in 2009. She works with another registered childminder and operates from her co-childminder's home. The childminder provides care all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She holds an appropriate qualification at level 2.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- A tour of the premises was completed. The inspector took account of how the childminder makes an assessment of the environment to minimise any hazards to children.
- The inspector spoke to the childminder, co-childminder and children at appropriate times during the inspection. She took account of the written views of parents whose children attend the setting.
- An observation of a planned activity took place. Following this, the childminder evaluated her practice and the impact teaching has on children's learning with the inspector.
- The inspector sampled a selection of documentation, including children's records and assessments. She also looked at evidence of suitability checks on adults living and working at the premises.

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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