

Childminder report

Inspection date: 21 July 2022

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 form good relationships with the childminder and enjoy engaging with the activities on offer. They spend part of their morning investigating the wooden toys. They pretend to stir make-believe food and excitedly share their creations with the childminder. The childminder engages with children enthusiastically about their play creations and introduces new vocabulary.

Children receive gentle reminders to help them understand the effect their behaviour can have on others. They are well behaved and show kind and patient behaviour towards the younger children. The childminder is a good role model. Consequently, children are learning to share, take turns and build friendships. Children go to playgroups and parks and the childminder provides children with opportunities to be part of a larger social group. She meets regularly with other local childminders and their children, and together they do outdoor activities.

Children have a go at managing their personal care needs, such as handwashing and attempting to put their shoes on. The childminder works effectively with other professionals, which particularly supports children with special educational needs and/or disabilities. She works very closely with parents to ensure the children are well supported at home with their learning and development.

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

- The childminder provides children with opportunities to learn about the diverse world in which they live. As a result, children learn about their own culture and identity and the differences and similarities between themselves and others.
- The childminder makes generally good use of training to continue to extend her skills and knowledge and improve the quality of her practice. However, she has not yet precisely focused her professional development on furthering her knowledge of delivering the early years foundation stage to all age groups.
- Children who are transitioning to other settings are very well supported by the childminder. Their emotional well-being is a priority for the childminder, who actively helps ease the transition. As a result, children settle with ease and confidence into their new settings.
- The childminder helps children form good relationships. Children of different ages are encouraged to play and learn together. This creates a homely atmosphere, which parents say they value.
- The childminder works well with outside agencies. For example, during an initial speech and language meeting, the childminder used innovative approaches to support the process of assessment. Consequently, children's speech and language is well supported and progressing rapidly.
- The childminder is animated and enthusiastic about what children say. She

praises them when they achieve what they set out to do. This builds children's self esteem.

- The childminder's home is well resourced. Resources are rotated to support children's interests. For example during an experiment with ice, children investigate the concepts of melting and freezing and the effects of warm water on ice. However, there are times when children are not consistently offered the time that they need to explore and problem solve independently. This does not fully support the development of their critical thinking skills.
- Children help prepare the snack. They know to keep themselves safe as they use knives to prepare the melon and strawberries with the childminder's support. The childminder successfully uses mealtimes as an opportunity to develop children's understanding of oral health. However, there are times that the childminder does not recognise opportunities across all areas of learning for children to develop their independence further.
- Children are physically active in their play, developing their motor skills by jumping in and out of hoops. They show good control and coordination in both large and small movements by throwing and catching bean bags. As a result, children's physical control and agility is progressing well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibility to keep children safe. She follows effective procedures to minimise risk in her home and on outings. The childminder has a good understanding of the indicators that might suggest a child is at risk of harm. She knows the procedures to follow to report and act on any concerns that she may have. The childminder has robust systems in place to monitor children's welfare.

What does the setting need to do to improve?

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

- provide more opportunities for children to have a go and do more things for themselves to further enhance their independence skills
- strengthen teaching by providing more support for children to problem solve and develop their thinking skills even further
- strengthen professional development to enhance knowledge of how to support different age groups and help all children make the best possible progress.

Setting details

Unique reference number	EY412130
Local authority	Warwickshire
Inspection number	10231792
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	5
Date of previous inspection	21 September 2016

Information about this early years setting

The childminder registered in 2010. She lives in Rugby, Warwickshire. The provision operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

Information about this inspection

Inspector

Christine Wilkinson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder talked to the inspector about the curriculum and what she wanted the children to learn.
- The inspector talked to the children at appropriate times during the inspection and took account of their views.
- The childminder and the inspector assessed the quality of education both indoors and outdoors and the impact that this was having on children's learning.
- Parents shared their views with the inspector.

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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