

Childminder report

Inspection date: 14 May 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

Children arrive happy and ready to play at this inviting setting. Younger children enjoy the company of their older peers as they all eat breakfast together. Children learn to use manners and interact socially during this well-organised routine before older children go to school. The childminder promotes a healthy diet and encourages children to get involved with food preparation. The children use appropriate tools as the childminder talks to them about the fruit and vegetables they will be eating. This strong morning routine helps children to separate happily from their parents.

Children experience a great deal of outdoor learning. They delight in walking their friends onto the playground and then join in with an early morning outdoor exercise session. The childminder provides an interesting and well-equipped outdoor play space in her setting. Children delight in calling for the pet tortoise to come out and see them. They have many opportunities to climb, run, balance and ride wheeled toys. Children become highly engaged in outdoor sensory experiences. The childminder skilfully teaches them how to successfully work the pipettes on offer in the water tray. This helps children to practice their fine motor skills.

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

- The childminder implements a range of activities and experiences that support children to make good progress. The curriculum is clear. The childminder works in partnership with parents to gather information when children start. She uses children's interests and fascinations to plan for their learning. The childminder has a very clear vision of how she will support children to develop the skills and attributes that are needed for the next stage of their education. Children make good progress across all seven areas of learning.
- The childminder is committed to her own professional development. She attends relevant workshops and training programmes. The childminder is reflective, and this supports her to drive improvement across the setting. She carefully considers how to apply newly acquired knowledge to her everyday practice. Children benefit from her thoughtful approach to their learning.
- The childminder joyfully supports children's communication and language. For example, she leads spontaneous singing as children play. Children happily join in with the songs and rhymes. This helps to reinforce their speech sounds and sense of rhythm. Children enthusiastically join in with the actions and encourage others to do the same.
- Children are keen to carry out tasks for themselves. The childminder offers clear instructions and appropriate support to ensure that they can achieve. Children persevere with tricky tasks, such as turning their sleeves in the right way before

putting on their coats. The childminder ensures that each child receives the encouragement they need to be successful.

- Children become highly engaged in their play for prolonged periods of time. The childminder provides interesting experiences to nurture their curiosity. For example, she models how to roll dough into an egg shape, in order to hide the toy dinosaurs. Children copy her actions. This helps them to develop use of the small muscles in their hands.
- For the most part, children behave well. They demonstrate kindness to each other on many occasions. Younger children are learning to take turns and share the resources on offer. However, on occasions, the childminder does not use consistent methods to reinforce behaviour expectations. This leads to children not responding positively to her instructions.
- Children learn good hygiene practices, and these are embedded. For instance, when the childminder asks the children what they need to do before having a snack, the children shout, 'Wash our hands.' They are keen to demonstrate their good handwashing techniques to their visitor.
- The childminder regularly seeks the views of parents. This helps to evaluate her practice and make any necessary changes. The parents state that they are delighted with the range of experiences children get involved in, both at the childminder's home and out and about in the local community. Parents are appreciative of the flexibility the childminder offers. They are thrilled with the progress that their children make while in her care, particularly with regards to their communication and language.

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:

- embed consistent behaviour management strategies further to help young children understand the need to take turns, and support them to share resources.

Setting details

Unique reference number	EY467546
Local authority	Warwickshire
Inspection number	10335420
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 7
Total number of places	6
Number of children on roll	12
Date of previous inspection	14 June 2018

Information about this early years setting

The childminder registered in 2013 and lives in Church Lawford, near Rugby. She operates all year round, from 7.15am to 6pm, Monday to Friday, except bank holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Gadsby

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 provider 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 completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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 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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