

Childminder report

Inspection date: 8 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

Children are happy in the care of the childminder who is kind and nurturing towards them. The childminder knows children well and they happily go to her for cuddles or help when needed and seek her out to join their games. Children feel safe and secure in her care. The childminder has a clear knowledge and understanding of her intentions for what she wants children to learn. She arranges the play environment specifically for the children attending and includes a variety of resources that interest and engage children in play. The childminder includes the learning that children need while they play. For example, during imaginative play, she supports children to take turns while they play with toys that support their hand-to-eye coordination to practise slicing butter or a cake.

Children behave well. This is because the childminder clearly explains to them how they can wait to take their turn and they begin to learn how to share. As a result, children play well together, they give each other toys and say, 'This one is for you'. Children gain the skills and understanding they need to be ready for their next stages in learning and the eventual move on to school.

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

- The childminder uses the information she gains from parents when children first start. This helps her to focus her plans for them to build on what they already know and can do.
- The childminder monitors children's progress regularly to ensure children have opportunities to develop across all areas of learning. Although this is effective, she does not yet share and gather information about children's learning with other early years settings they also attend to ensure continuity in their learning.
- The childminder promotes communication and language well. In conversation, she emphasises new vocabulary for children to learn and use. She reads both new and familiar stories and engages children in lots of conversation about what they see. The childminder repeats what children say so that they hear these words spoken correctly. As a result, young children develop clear speech and can express their thoughts and ideas.
- Children develop an understanding of mathematical concepts. The childminder includes discussions about shape, size and opportunities to match and sort toys in order of type. For example, toddlers find the fruit that is the same and practise counting each piece alongside the childminder.
- Physical development is promoted well. The childminder takes children out to local parks to run in the open spaces and to practise their climbing and balancing to increase their confidence as they climb on the equipment. They also visit soft play centres. She provides opportunities for children to strengthen their fingers, such as mark-making or peeling the back from stickers to make pictures.

- The childminder takes children to visit nearby places of interest to explore and learn about nature in the grounds as well as play among larger groups of children at local playgroups. This helps increase their social skills as they become familiar with other children who attend regularly.
- The childminder is reflective and evaluates the effectiveness of her provision and includes the views of parents. She ensures that she keeps her mandatory training and knowledge current by attending regular training and using other opportunities for professional development. She now seeks training which helps to strengthen her knowledge and benefit the children even further, such as additional speech and language programmes.
- The childminder promotes independence in a range of ways. Children confidently select toys that interest them and know how to tidy away when they have finished playing. The childminder supports children to wash their hands correctly before meals. That said, children do not yet have the opportunity to practise and increase their independence, particularly at mealtimes.
- Parents speak highly of the childminder. They say she is nurturing and that their children are well cared for. Parents comment on the regular communication they receive about the learning activities their children are provided with and say they are making good progress.

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:

- develop methods to share and gather information about children's learning with other early years settings they also attend
- provide further opportunities for children to increase independence, particularly at mealtimes.

Setting details

Unique reference number	EY470201
Local authority	Warwickshire
Inspection number	10312082
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 April 2018

Information about this early years setting

The childminder registered in 2013. She operates all year round from 7.30am to 5.30pm, Monday to Friday excluding bank holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Suzanne Taylor

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 childminder.
- The childminder and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector took account of the parents' views from the written information provided.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the childminder's qualifications.

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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