

# Childminder report

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Inspection date: 28 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 play in a safe and welcoming environment. The childminder supports their emotional security well and they form secure attachments with her. Children behave well. The childminder is a good role model and ensures that children are aware of her expectations regarding consideration for others. She supports them in managing conflict and regulating their own behaviour. The childminder encourages children's exploration with the good variety of play materials that she makes available to them. Children practise their good handling skills in a variety of ways. Young children can hold scissors correctly and can make snips in paper. They can draw enclosed shapes with pencils. As part of an activity that links to Halloween, children play with face paint. They invite the childminder's involvement and the interaction is delightful while they paint her face. They skilfully use a thin brush to stroke paint onto her chin, creating what looks like a beard, and they dip a small sponge ball into paint and carefully dab it onto her nose. The childminder consistently boosts children's self-esteem, for example as she praises their efforts and achievements. Children make good progress across the seven areas of learning in accordance with what they already know and can do.

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

- The childminder observes and assesses children's different stages of development. She challenges them effectively so that they acquire skills and reach the next steps in their learning. Children develop good skills in readiness for the move on to pre-school and school. Communication with parents is good and the childminder works with them effectively to meet their children's care and learning needs.
- The childminder supports young children well in building a vocabulary of single words. However, she does not consistently apply fully effective teaching strategies so that children build on their use of simple sentences. The childminder encourages children who speak English as an additional language to use their home language, while promoting their learning in English. She interprets the wants and needs of children effectively when they communicate through facial expression and gestures.
- Children are emotionally secure in the childminder's care. Relationships are very good. The childminder encourages children to develop independence, including managing their own hygiene and personal needs. They confidently choose resources that are easily accessible to them in the designated playroom. However, the childminder has not fully considered ways to help children make spontaneous and independent decisions about other toys and activities, such as ones stored in unmarked boxes that are out of their reach.
- The childminder ensures that children develop an understanding of dangers and how to keep themselves safe. For example, they learn how to use the pedestrian

crossing and know that they must look left and right before and while crossing the road.

- Children are creative and use their own ideas in their play. They choose to spend long periods engaged in role play, and while using the play kitchen they periodically involve the childminder. She encourages children to practise their use of tools, for example through cutting up play food. Children offer fruit to the toy bears. They play with dressing-up materials and notice that a plastic heart has fallen out of a fairy wand. They use their good handling skills to insert the heart and then use advanced problem-solving skills to secure it in place using a sticker, partly on the wand and partly on the heart.
- Children progress from holding writing materials in the palms of their hands to gaining greater control through using a thumb and two fingers to grip. The childminder encourages their interest in books. She provides a good variety in the playroom and takes children to the library every week. Children choose two books and take one home for their parents to read to them.
- The childminder reviews her provision and keeps her knowledge up to date. She is part of a group of childminders who share information about early years issues when they meet. The childminder completes online research and receives information from an association for early years workers.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder completes training to keep her child protection knowledge up to date. She is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. The childminder is aware of the duty to prevent children being drawn into situations that put them at risk. She makes sure that her house and garden are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. The childminder identifies and successfully minimises potential risks in her home.

## **What does the setting need to do to improve?**

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

- extend practice for supporting children's progress from saying single words to forming simple sentences
- build on practice for helping children to make more spontaneous independent decisions about toys and activities.

## Setting details

<b>Unique reference number</b>	268348
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10072749
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	22 July 2016

## Information about this early years setting

The childminder registered in 2001 and lives in Bedworth, Warwickshire. She operates Monday to Friday from 7am until 5pm, all year round, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Jan Burnet

### Inspection activities

- The inspector observed activities while children played in the indoor play areas. She discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's training and checked evidence of the suitability of adults living in the household.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector spoke to the childminder and children at appropriate times through the inspection.

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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