

Childminder report

Inspection date: 6 December 2019

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 make good progress across the seven areas of learning. The childminder plans well so that children are challenged effectively to reach the next stage in their learning. She builds close bonds with the children in her care and they develop a strong sense of emotional well-being. Children behave well and are keen to get involved in activities. The childminder encourages them to develop their own ideas, while also making the most of opportunities to extend their knowledge across different areas of learning. For example, she invites children to create Christmas tree and snowman cards using paper cut into different shapes. Children choose a large and a small round shape to create their snowman. They use their good handling skills to apply glue, while saying 'round and round and round'. The childminder asks young children how many eyes they have, and then decide how many eyes the snowman should have. They use their good handling skills to make marks, creating two eyes, a nose and a 'big mouth'. Children count 'one, two, three' while drawing three round buttons. They apply liquid glue and delight in the effect created when they shake snow glitter onto it. Children choose triangle shapes to create Christmas trees. They understand that to create a tree that looks like the childminder's they need to begin at the bottom with the largest of the three triangles and place the smallest at the top.

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

- The childminder uses her strong knowledge of how children develop and learn to help all children make good progress in readiness for the eventual move on to pre-school and school.
- Children are happy, settled and confident in the childminder's care. She arranges a gradual settling-in period with parents, which helps children to feel emotionally secure when care begins.
- The childminder encourages parents to share what they know about their children, and keeps them informed of their children's achievements and progress. Parents share very positive views about the provision. They say that the childminder provides excellent care and is professional and friendly. They are very happy with the progress their children are making and comment on how much their children enjoy their time spent with her.
- Children make decisions about their play and express themselves confidently. The childminder supports their thinking and speaking skills effectively. For example, she asks children open-ended questions and gives them time to put their thoughts into words. Children are building a good vocabulary. However, at times, the childminder does not support them in using the correct pronunciation of words.
- The childminder encourages children to develop independence, including managing their own hygiene and personal needs. She encourages children to do

things for themselves, such as putting on their coats and shoes.

- Children respond to the childminder's expectations regarding behaviour. They learn to share, take turns and show consideration for others. The childminder praises children's efforts and achievements, which helps to support their self-confidence.
- The childminder helps children gain an understanding similarities and differences in society. For example, they learn about families, cultures and traditions outside of their own experience.
- Children explore and investigate. They help the childminder to make play dough. The children count cups full of flour and notice the change when they add oil, water and food colouring. They explore the change to the texture and use their good handling skills to mould the dough and use tools, such as rolling pins and cutters.
- Children develop an understanding of dangers and how to keep themselves safe. They understand why they wear high-visibility vests while out walking and know that they must keep away from the kerb on the pavement. They learn how to cross roads safely. The childminder encourages children to take appropriate risks and challenges as they play, for example when they climb at the soft-play centre.
- The childminder completes training and online research to help her review and improve her early years knowledge and skills. Membership of an association for early years workers helps her to keep up to date with current practice issues.
- Documentation, records, policies and procedures required for the safe and efficient management of the provision are well maintained and implemented.

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 identifies and successfully minimises potential risks in her home. The childminder makes sure that her house and garden are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access.

What does the setting need to do to improve?

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

- extend support for children to use the correct pronunciation of some words.

Setting details

Unique reference number	257525
Local authority	Warwickshire
Inspection number	10106089
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	7
Date of previous inspection	23 September 2014

Information about this early years setting

The childminder registered in 2001 and lives in Kingsbury. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jan Burnet

Inspection activities

- The inspector observed activities while children played in the indoor play area.
- The inspector spoke to the childminder and children at appropriate times through the inspection.
- The inspector discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's qualification and training and checked 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 took account of parents' views about the provision.

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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