

Childminder report

Inspection date: 17 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

The childminder supports children effectively so that they acquire skills and a capacity to learn. She observes, assesses and plans well to ensure that children are continually challenged to reach the next steps in their learning. The childminder provides a warm and welcoming environment. She supports children's emotional security extremely well and they form secure attachments with her. The childminder provides a good variety of resources and is aware of children's different interests. Some young children choose to play with cars and while they play, the childminder supports them in recognising different colours. They are proud of the knowledge they have gained and are keen to name different colours while looking at picture books with the childminder. Children practise their handling skills in a wide variety of ways while they play, such as building with bricks and threading with laces and cotton reels. The childminder supports them effectively in extending these skills by challenging them to manage simple tasks and use tools for a purpose. For example, children help to cut and prepare vegetables for lunch. The childminder offers good support as young children gain an understanding that some things are shared. Children behave well. The childminder identifies that she manages children's behaviour through positive reinforcement. She praises children's efforts and achievements, which helps to boost their confidence and self-esteem.

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 ensure that they are ready for the next stage of their education. She works with parents to identify each child's stage of development and ensure that all children are challenged successfully.
- The childminder is ardently committed to improving her knowledge. She is currently working towards a psychology degree, specialising in child psychology. The childminder talks about her enhanced understanding of how repeated patterns in children's behaviour link to their intellectual development.
- The partnerships with parents are strong. Parents share very complimentary views about the childminder. They comment on the progress their children make, particularly in their speech, and say that they are well informed about their children. Parents comment on a friendly and loving environment created by the childminder and say how much the children enjoy the different outings she takes them on. The childminder has also built strong links with other professionals and has achieved the Warwickshire Inclusive Network Kitemark.
- The childminder skilfully supports young children in building a vocabulary of single words and in developing their use of simple sentences. She has achieved a level 2 in Makaton training and uses her skills to encourage children to use signing as an additional communication strategy.

- The bond between the childminder and the children is strong. She initially agrees a settling-in procedure with parents in accordance with their child's needs. This helps children to feel emotionally secure when care begins.
- The childminder supports children's learning about the natural world effectively. They learn about life cycles, for example watching frog spawn change into tadpoles and then into frogs, and caterpillars become butterflies. The childminder also provides opportunities for the children to see chickens hatch. She organises outings to farms and different country parks where they learn about potential risks in the natural world, such as what happens if they touch nettles.
- Children's handling skills are good. They are keen to learn how to use scissors. The childminder helps them to develop the required technique to achieve success through providing activities with other tools, such as tongs and tweezers. The children help her to prepare stuffing for their dinner. They use spoons to mix and then the childminder encourages them to describe the texture as they copy her and mould the mixture to form stuffing balls. The childminder provides nutritious food and ensures that children are physically active.
- The childminder raises children's awareness of some of the different people who live in the local community. For example, they visit and interact with residents in a local care home. However, the childminder does not fully consider different ways to raise children's awareness of cultures, beliefs and traditions beyond their own.
- The childminder helps children to develop independence. For example, she encourages their spontaneous decision-making by labelling toy boxes with words and pictures. Children choose and select toys for themselves. The childminder provides babies with a variety of toys and objects for sensory exploration.

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 raising children's understanding of communities, traditions and beliefs beyond their own experience.

Setting details

Unique reference number	EY290741
Local authority	Warwickshire
Inspection number	10071381
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 June 2015

Information about this early years setting

The childminder registered in 2004 and lives in Rugby, Warwickshire. She operates Monday to Friday from 8am to 6pm, during term time only. The childminder holds a level 3 qualification. She 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 and outdoor play areas.
- 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 the suitability of adults living in the household.
- The inspector looked at a selection of children's assessment records, policies and procedures, and a range of other documentation.
- The inspector took account of the views provided by parents.

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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