

Childminder report

Inspection date: 11 February 2020

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| 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 and settled in this warm and caring setting. The childminder provides a rich and varied range of activities in her home and the wider community. She gets to know the children very well and together they build strong attachments. On entry to the setting, the childminder gains information about children's care and learning needs. She quickly identifies what the children need to learn next and supports them to make good progress using activities based on their individual interests. Children have fun using their imaginations as they make 'ice creams' for their shop. They use a till for the childminder to pay them. Babies explore the different sounds they can make, as they shake the sprinkles in the container. The childminder explains to the children how the ice-cream scoop works.

Communication and language skills are developed as they listen to stories and sing songs. The childminder engages the children in meaningful conversations to extend their speaking and listening further. Children confidently ask questions and seek help, however, occasionally, the childminder does not allow children enough time to solve problems themselves. For example, children line-up eight trains and decide to make a line of 10 trains. The childminder intervenes too quickly to tell them how many more they need.

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

- The childminder has a good understanding of how children learn. She regularly monitors children's progress through assessment. The childminder uses this information to establish what children already know and identify their next steps in learning.
- The childminder works closely with parents and other settings children also attend. They regularly share information about the children's learning and development to help provide continuity.
- Children confidently explore how to make different shapes as they use carrots to print with red paint on paper. They use their prints to make Valentine's cards. Babies enjoy making marks with their carrot using paint. The childminder demonstrates a good understanding of how to extend the activity further, such as paint mixing to make different colours.
- The childminder is a good role model. She uses effective strategies to promote children's positive behaviour and well-being. For example, she encourages young children to share and take turns with resources. Children behave well.
- Children develop their social skills when they attend rhyme time at the library or go to soft play. The childminder extends children's experiences. She takes the children to visit the local garden centre or the children's activity room at the museum. Children who have an interest in trains excitedly talk about their

journey on a train with the childminder to their nearest city.

- The childminder is passionate about providing a high-quality nurturing and educational environment. She completes mandatory training and has accessed training to develop her knowledge of autism to support older children in her care. However, she does not focus on how to extend and further develop her teaching skills to improve children's achievements even further.
- The childminder teaches children about being healthy, such as washing their hands after using the toilet. Children enjoy looking at books and sharing stories to learn about healthy eating and foods that help to make them 'big and strong'. They have regular opportunities to develop their physical skills. Children have access to the garden and often go out to the park. The childminder takes the children for walks in the local fields to look for changes in the natural world. For example, finding daffodils and snowdrops.
- Children confidently develop the skills they need for their next stage in learning. They enjoy playing with puzzles and jigsaws, demonstrating good levels of concentration for their age. Babies learn to manipulate pieces and match them to the same picture on the board. Older children enjoy matching letters to the corresponding picture of an object starting with the same letter sound. The childminder encourages children to persevere and praises them for their achievements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her safeguarding knowledge is kept up to date through regularly attending training courses. She has a good knowledge of her role and responsibility to ensure children in her care are kept safe. The childminder has a secure understanding of the signs and symptoms that may indicate a child is at risk of harm. She knows the local referral procedures to follow if she is concerned about the welfare of a child in her care. Regular risk assessments are carried out to ensure children learn and play in a safe environment.

What does the setting need to do to improve?

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

- refine questioning techniques to help to build children's already good language and thinking skills even further
- strengthen the self-evaluation process, to include ways to reflect on practice and future training needs, as part of the ongoing drive for continuous improvement.

Setting details

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| Unique reference number | 200901 |
| Local authority | Warwickshire |
| Inspection number | 10144325 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 9 |
| Total number of places | 6 |
| Number of children on roll | 8 |
| Date of previous inspection | 24 November 2015 |

Information about this early years setting

The childminder registered in 1999 and lives in Weddington, Nuneaton. She operates all year round from 8am to 5.30pm, Monday to Thursday and 8am to 3pm on Fridays, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Dawn Robinson

Inspection activities

- The inspector and the childminder viewed the areas of the home used by children and discussed how the curriculum is organised.
- The inspector observed the interactions between the childminder and children, and considered the impact on their learning.
- The inspector viewed feedback from parents and took their views into consideration.
- The inspector completed a joint evaluation of an activity with the childminder.
- Documents were sampled by the inspector, including evidence of the suitability of persons living in the household and paediatric first-aid training.

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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