

# Childminder report

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Inspection date: 20 September 2023

<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 are happy and content in the childminder's and her co- childminder's care. They have built close relationships with the childminder, who responds to them with warmth and kindness. Children go to her for cuddles and comfort, which they receive in abundance. This helps children to feel safe and secure in her care. Children confidently access the range of resources from the low-level storage which is specifically arranged for them. They include the childminder in their games while they play with small-world toys of their favourite characters. The childminder names characters and encourages children to talk about them. Children are keen to show how many characters they have as they count them. They smile when they receive praise for their efforts, which helps to raise their self-esteem.

Children show positive behaviours and enjoy learning. They respond well to the childminder's gentle reminders to use their manners and to wait for their turn. Children play well alongside each other, with the occasional interactions and smiles between them. Children acquire the skills and knowledge they need to prepare them for their next states of 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 has clear intentions for what she wants children to learn while attending her setting. She uses information that she gathers from parents at the start, to inform her of what children know and can do so that she can make plans to support them with what they need to learn next.
- The childminder ensures that she includes the learning for each child through her interactions and how play is prepared. For example, children play with small-world resources, including a toy horse. The childminder asks children if they can recall what they are called and how to make them work. Children happily recall what they have learned and show the childminder to press the horse down to make it move forward.
- Communication and language are promoted well. The childminder uses various questions to help children think and respond with their ideas. She uses lots of interesting conversations, stories, picture books and rhymes to help children develop and use their vocabulary. This helps all children, including those who speak English as an additional language, to increase their speaking skills and understanding.
- Children develop increasing independence. For example, they manage their personal care, including dressing themselves and wiping their faces. They learn the importance of washing their hands correctly before mealtimes and after using the toilet. Children feed themselves, using cutlery that is appropriate for their stage of learning. However, there is scope to further increase children's independence at mealtimes.

- Children are provided with opportunities to learn about the similarities and differences in people in our communities. The childminder prepares arts and crafts, factual books, and stories which help children to develop their tolerance and understanding of those outside their own lived experiences.
- Children enjoy physical play in the childminder's garden and playgrounds in local parks. This helps children to develop their skills in climbing and balancing. The childminder also takes children to local playgroups and play centres, where they learn how to behave well and develop new friendships among larger groups of children.
- The childminder ensures that she keeps her mandatory training up to date. This helps her to keep her understanding of child protection matters and changes in early years up to date. The childminder keeps a range of documentation and records. However, not all records contain the details that are needed to ensure that this documentation is robust.
- Parents are happy with the childminder and say their children are happy to attend her setting. They comment positively on the information and support they receive with their child's development and learning progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands her duties and responsibilities to protect children's welfare. She can recognise signs that indicate a child may be at risk of abuse. The childminder knows the local procedures to report her concerns about the safety and welfare of a child. This includes if an allegation is made against herself or another person living or working in her home. The childminder keeps the required paediatric first-aid certificate up to date. She carries out routine checks in her home to ensure that it is safe for children to attend.

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

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

- enhance the opportunities to promote children's self-help skills even further, particularly at mealtimes
- improve the recording of accidents further to ensure that sufficient details are included to make the record as robust as possible.

## Setting details

<b>Unique reference number</b>	EY342298
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10310520
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	22 May 2019

## Information about this early years setting

The childminder registered in 2007 and lives in Leamington Spa. She works alongside another childminder in her home. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## 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 setting.
- The childminder and the inspector had 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 a play experience took place between the inspector and the childminder.
- The inspector spoke to parents at appropriate times and took account of their views of the setting. The inspector also took account of parents' views of the setting from the written information provided.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting is organised. The inspector reviewed relevant documentation, including evidence of the qualifications of those working at the setting.

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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