

Childminder report

Inspection date: 31 January 2024

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 to attend the childminder's home. Close relationships between the childminder and children are evident. They exchange lots of smiles and children go to her for cuddles and reassurance, which she gives to them in abundance. The childminder has a clear intent for what she wants children to learn and knows when they are ready to move on to their next stage of learning. She consistently includes the learning that children need during play together. For example, as children set out various vehicles, the childminder engages them in discussion about which one is big and which one is small. This helps children to begin to understand mathematical concepts and the words to use for different sizes.

Children behave well. They listen and respond to the childminder's gentle guidance to use their good manners. Children know the behaviours that are expected of them. They have fun and readily tidy away toys when they have finished playing with them. The childminder takes children out regularly to different playgrounds in parks, various walks to explore nature and playgroups. This helps children to gain wider experiences and develop their social skills as they play among larger groups of children. Children gain the skills and knowledge they need to prepare them for their future learning.

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

- The childminder is knowledgeable about how children develop and uses her observations of children during play to decide what she teaches them as they become ready. This helps to continually build on what they already know and can do. The childminder gains some information from parents when children first start which helps them to settle with her. However, she has not yet considered effective ways to find out about children's prior learning at this time, to help her make plans for their learning from the outset.
- The childminder promotes communication and language very well. For example, she consistently engages children in conversation and encourages them to talk while reading stories. This also helps to increase their understanding as they discuss what they see in the pictures and hear new words the childminder introduces. Children who speak English as an additional language acquire the English language rapidly while continuing to also speak their home language. The childminder teaches them familiar words and phrases which children begin to use in play, such as 'car' and 'plane', and they use numbers while counting.
- The childminder helps children to learn how to play cooperatively with other children. She provides interactive games, such as rolling a ball between each other. This provides opportunities for children to take turns and begin to learn the skills they need to be able to share.
- The childminder consistently promotes independence. Young children learn to

manage tasks for themselves, such as feeding themselves with appropriate cutlery and managing their personal care. The childminder helps them to understand about living a healthy lifestyle. She explains that washing their hands helps to remove germs and that drinking plenty of water is good for their tummies.

- The childminder considers children's interests and arranges the play environment for those attending. Children are confident and access the available play resources with ease. For instance, they have fun in the role-play area and pretend to make drinks for the adults. They gather the toys they need, then carefully transport these drinks to deliver them to the childminder and the visitor with smiles. The childminder gives regular praise for children's actions, which helps them to develop high levels of self-esteem.
- The childminder ensures that she maintains the required knowledge for areas such as first aid, safeguarding and a range of child protection matters. There is scope for her to focus her professional development on deepening her knowledge and understanding of other areas to build on and further enhance the provision for children as much as possible.
- Parents are happy with the service they receive from the childminder. They comment on how happy and confident their children are. Parents say they receive regular updates about their child's development and say that the childminder is always professional, friendly and caring.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop effective methods to gain information about children's prior learning from parents when children first start, to help shape the plans for their learning from the outset
- seek professional development opportunities that help deepen existing knowledge, further enhance the provision for children and help improve their outcomes.

Setting details

Unique reference number	EY493862
Local authority	Warwickshire
Inspection number	10331807
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	16 November 2018

Information about this early years setting

The childminder registered in 2015 and lives in Leamington Spa. She operates all year round from 8am to 5pm, each weekday, 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 childminder.
- The childminder and inspector completed 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 childminder and the inspector.
- The inspector took account of the views of parents 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 childminder's qualifications.

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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