

Childminder report

Inspection date: 17 October 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder creates strong bonds with children and their families. She observes closely and responds attentively to their care and emotional needs. For example, she offers children tissues and reassuring cuddles when needed. The childminder asks children questions in order to improve her service. Children report that they enjoy being at the childminder's home and playing with their friends. The childminder always listens to the children and treats them with love and respect. This helps them to be confident and feel safe and valued. Children display excellent attitudes to learning and behave well at the setting.

The childminder plans a variety of interesting and engaging activities, for example bubble blowing, growing tomatoes and exploring snails. The childminder also offers children lots of choice in their learning and follows their interests. This motivates children to learn and supports them to make good progress in their learning and development. Trips into the local community are part of the setting's regular routine. For example, they visit the local library, shops, cafes and parks. They also attend local playgroups. This helps children to understand that they are part of a community, and it encourages their social development.

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

- The childminder captures each child's learning and development in a book. Children enjoy looking at the photos and talking about what they have learned in the past and their progress. This celebrates children's learning and gives them a sense of achievement.
- The childminder supports children to make good progress in their physical development. For example, children use different tools to draw and then mould teeth using play dough. This supports their fine motor development in preparation for writing.
- At mealtimes, the childminder provides healthy food and drinks for children. They talk about the importance of exercise, daily fresh air and visiting the dentist. This helps children to understand how to live a healthy lifestyle.
- The childminder interacts skilfully with children. For example, she asks open and pondering questions, and she regularly repeats and extends children's talk. This supports children's language and communication development.
- The childminder supports children to develop a love of reading. They share cosy reading times where the children hold the book, turn the pages, talk about the events and join in with the story language. This supports the children to develop positive attitudes to reading.
- The childminder provides opportunities for children to develop their mathematical skills. For example, during story time, the children count butterflies one at a time, and during tidy-up time, they match the correct coloured lid to

the pen. This prepares them well for their next stage in learning.

- The childminder and children engage in deep conversation about what they know about the world and their experiences. For example, while reading, they talk about different plants and animals. This supports children to develop knowledge of the world and their place in it.
- Parents are extremely positive about the service the childminder provides. They say that their children love attending the setting and that they flourish there. Parents praise the childminder for being patient, flexible and supportive and say that her communication is exemplary.
- The childminder has clear procedures in place for parents and children to evaluate her service. However, self-assessment procedures are not as strong. This impacts on the childminder's ability to effectively assess the strengths and areas for development for the service she provides.
- The childminder engages in professional development opportunities to develop her teaching practice further. However, she does not always identify and engage in professional development opportunities that are tightly linked to the setting's needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts the 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:

- strengthen the procedures in place for the self-evaluation of practice to identify areas for improvement and promote the best possible outcomes for children
- explore training opportunities that are tightly linked to the setting's needs to help raise the quality of provision even further.

Setting details

Unique reference number	201157
Local authority	Warwickshire
Inspection number	10364189
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	30 January 2019

Information about this early years setting

The childminder registered in 1993 and lives in Rugby, Warwickshire. She operates from 7.30am to 5.30pm, Monday to Thursday, during term time only. The childminder has a relevant childcare qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Caroline Albanese

Inspection activities

- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024