

Childminder report

Inspection date: 11 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

Children make good progress in accordance with what they already know and can do. They are settled, happy and confident. The childminder builds strong bonds with the children and she ensures that each child receives individual attention. She provides a good variety of resources and is aware of children's different interests. Some young children like to build with bricks. Their concentration is very good, and they keep on trying when initially unsuccessful in fastening bricks together. They are very proud when they complete their task. Some children post rings onto a stem and the childminder encourages them to recognise different colours. The childminder supports young children in understanding that some things are shared. She promotes 'kind hands' and encourages patience and consideration when young children play alongside each other. The children listen intently, and after an initial disagreement about a toy, one child offers it to the other child. The childminder supports children's imaginative role play. They particularly enjoy playing with domestic play resources. Young children pretend to cook. Their speaking skills are developing well and they say 'hot' when they put their fingers on the door of the toy oven. The childminder observes and assesses children and uses what she knows and what parents tell her to plan effectively for the next steps in their learning.

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 help them make good progress in readiness for the move on to pre-school and school. She works with parents to identify each child's stage of development and ensure that all children are challenged successfully. The childminder has made links with other settings where children attend part time. However, communication is not wholly effective in sharing information to ensure continuity of learning for each child.
- The childminder ensures that children in her care are emotionally secure. She plans a gradual settling-in period with parents in accordance with their child's needs. The childminder takes children on a variety of outings in the local community and takes them to different groups. This supports their social development and helps to raise their understanding of diversity. However, the childminder does not fully consider ways to raise children's awareness of different families, cultures and traditions beyond their own.
- Children develop independence. For example, the childminder supports their spontaneous decision-making by labelling toy boxes with words and pictures. Children choose and select toys for themselves.
- The childminder adopts effective teaching strategies for supporting young children's emerging speaking skills. For example, she encourages them to sing with her, and, while looking at books, she asks them to name what they can see

in the pictures. The childminder shows children how to pronounce words by repeating what they say in the correct way. She supports them in developing their use of simple sentences, for example by repeating back the words they say and adding words.

- Children learn how to keep themselves safe. They know why they must stay away from the kerb while walking on the pavement and learn how to cross the road safely. Children are physically active and learn to manage some risks for themselves, for example while playing on climbing equipment.
- The childminder identifies positive reinforcement as a major behaviour management strategy. She praises children for their efforts and achievements, and this helps to boost their self-confidence.
- The childminder encourages children's creativity with resources such as paint, crayons and glue. They learn to hold writing tools with a thumb and two-finger grip, and they describe what they are drawing. Children learn to write their names and understand the link between sounds and letters.
- The childminder reviews her provision. She completes training and online research and uses her membership of an association for early years workers to keep her knowledge of early years issues up to date.
- Parents are very happy with the provision. They say that their children are excited to attend, have fun and feel safe. Parents comment on the quality of care and the loving atmosphere created by the childminder. They appreciate the childminder's professionalism and say that communication is very good.

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:

- build on links with other early years settings where children attend part time to wholly address continuity of learning for children
- extend practice for raising children's awareness of families, communities and traditions outside their own experience.

Setting details

Unique reference number	201193
Local authority	Warwickshire
Inspection number	10066561
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	9
Date of previous inspection	6 November 2015

Information about this early years setting

The childminder registered in 1992 and lives in Rugby. She operates term time only from 7.30am to 6pm, Monday to Friday. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- The inspector observed activities while children played in the indoor play area.
- 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 checked evidence of the suitability of adults living in the household.
- The inspector looked at a selection of children's assessment records and planning, policies and procedures and a range of other documentation.
- The inspector took account of parents' views about the provision.

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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