

Childminder report

Inspection date: 14 July 2022

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

The childminder provides a warm, nurturing, home-from-home environment. Children are happy, settled and enjoy attending the setting. They have formed close relationships with the childminder. This helps children to feel safe and secure in her care. Younger children enjoy participating in the activities that are on offer. The childminder helps children to build on their vocabulary and use new words during play. For example, children say 'sticky', 'sequins' and 'sprinkle' when they spend time using glue to stick sequins and enjoy mark making. This also helps children to develop their coordination and smaller hand muscles. Older children enjoy drawing around their hands while counting their fingers. They also spend time drawing pictures and practising their cutting out. As the older children do this, they talk about what they are doing and ask the childminder a range of questions. This supports their speech development, along with their coordination and counting skills.

Children show positive behaviours. They respond well to regular praise, showing high levels of self-esteem and confidence. Children also display positive attitudes towards their learning and make good progress from their starting points. All children gain the skills and understanding they need for their future learning. This ensures they are ready and well prepared for their eventual move to nursery or school.

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

- The childminder has a robust settling-in procedure that meets the individual needs of each child. This supports children to be settled, happy and ready to learn when they first start. The childminder gathers detailed information from parents about what children can do and already know at the beginning. She uses this information to plan activities to support children with what they need to learn next. However, the childminder does not yet offer opportunities for children to participate in more open-ended play and begin to lead their own learning.
- Older children benefit from the strong links the childminder forms with the local nursery and school. This helps keep children safe and supports a smooth transition to their next setting.
- Children enjoy singing a range of songs and have fun when following the actions. They enjoy regular stories and ask lots of questions. The childminder actively listens to what children have to say. She has lots of conversations with them and readily answers their questions. This helps children to increase their vocabulary and ensures all children make good progress in their speech development.
- Children show increasing independence. The childminder encourages them to

dress themselves when using the bathroom. Children are proud to put on their own shoes. They receive lots of praise for their efforts and achievements.

- Parents are pleased with the progress their children make. They report their children have become more confident and have made good progress since starting. Parents are also happy with the detailed feedback they receive from the childminder and say their children look forward to attending and are always excited to see her.
- The childminder helps children to learn about living a healthy lifestyle. They take regular walks outdoors and exercise in local parks when using the equipment. Children regularly access their own cups of water throughout the day.
- The childminder includes all other areas of learning in her curriculum delivery. For example, children develop their coordination and smaller hand muscles as they stick, draw, cut and enjoy counting. Children receive regular praise from the childminder, which supports their confidence and well-being.
- The childminder attends regular mandatory training. This ensures she keeps her knowledge and skills up to date. She has recently attended safeguarding training and paediatric first aid. This contributes to keeping children safe.
- Children are provided with opportunities to talk about themselves and their families. The childminder provides some opportunities for children to learn about their own culture. However, she has not yet extended this teaching to help children to learn about similarities and differences in other cultures and our wider communities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows signs and symptoms that indicate a child may be at risk of harm or abuse. She knows the local procedures she must follow to report any child protection concerns. In the event an allegation is made against her, the childminder knows the procedures she must follow to report these concerns. The childminder keeps all required documentation well maintained and ensures that her records are accurate. This contributes to keeping children safe. The childminder consistently checks her environment to make sure 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:

- provide opportunities for children to engage in more open-ended play to follow their own ideas and lead their own learning
- build further on the opportunities for children to learn about their cultures, to include similarities and differences in others beyond their own experiences.

Setting details

Unique reference number	201340
Local authority	Warwickshire
Inspection number	10231698
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 September 2016

Information about this early years setting

The childminder registered in 1991. She provides care all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Kiri Gill

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the 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 an activity took place between the childminder and the inspector.
- The inspector looked at relevant documentation, including qualifications and first-aid certificates, and viewed evidence of the suitability of those working with children.
- The inspector reviewed written feedback and letters from parents.
- The inspector spoke to children at appropriate times during the inspection.

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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