

# Childminder report

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Inspection date: 20 September 2023

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|------------------------------|-------------|
| <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> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| 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 |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder creates a safe, home-from-home atmosphere. This enables children to feel happy and secure. Children settle quickly on arrival and eagerly choose books to look at and toys to play with. There is a strong focus on developing children's social and emotional development and language skills. The childminder speaks kindly to children and models good language. Children respond positively and smile as she speaks to them. They form strong bonds with her. The childminder wants all children to be happy, feel safe in her care and do the best they can. This helps all children to become successful learners.

Children have access to a variety of toys and books. They love the broad range of stories on offer and ask the childminder to read to them. The childminder skilfully reads to children. She asks them open-ended questions throughout. She listens to their comments and questions and makes the stories fun and captivating. Children beam and smile throughout the stories. They talk about them and share what is going to happen next and who their favourite characters are.

The childminder sets out clear routines and boundaries. Children show an understanding of the expectations of the setting. They follow the routine well and know what is going to happen now and next, for example tidy-up time. The children enjoy independently putting the toys away in the right place and the childminder praises them as they do this. Children delight in receiving positive attention, which reinforces their good behaviour and helps them to feel safe.

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

- The childminder gathers information from parents and uses this to plan a broad and varied curriculum that focuses on the interests of children in attendance. The childminder shares information with parents about what their children have been learning and the progress they make.
- The childminder uses ongoing observations of children's interests and learning to plan for their next steps. She effectively uses her knowledge of child development to ensure children build upon what they already know and can do. All children make good progress as a result of her careful planning and teaching.
- The childminder provides a broad range of stories and books for children to develop their literacy skills. She models good language and teaches children new words to stimulate their interest in reading. Children are able to choose books to read independently and show a real love for reading.
- The childminder completes ongoing training sessions and webinars, which helps support her professional development. She reflects on her practice to ensure that the quality of provision and the curriculum are always good.
- Regular outings and trips are planned. Children enjoy walks to local parks and

childminder groups. This helps them to learn about the wider world and communities that are different to their own. They have regular opportunities to socialise with other adults and children. This helps to support their social development well.

- Partnerships with parents are strong. Parents report that their children really enjoy coming to the childminder. They feel that their children are safe, happy and have made great progress while in the care of the childminder.
- The childminder promotes children's good health and follows good hygiene practices. For example, she cooks a healthy, balanced meal daily and provides fruit and water throughout the day. Children know they must wash their hands before meals. The childminder teaches children about healthy eating and lifestyles through stories and conversations with them.
- Children enjoy lots of fresh air. They like playing in the childminder's garden and look forward to their daily walks to the park. Children independently put their wellington boots on to jump in puddles and use their large-muscle skills to climb and slide down apparatus at the park. This helps children to build core strength and coordination. However, the childminder does not provide children with as many opportunities to practise using their fine motor skills, through using a range of tools and early mark-making materials, to fully prepare them for their next stage in learning.
- The childminder supports children with special educational needs and/or disabilities. She uses assessment well to identify possible developmental delays. She works with parents and links in with external agencies to ensure children receive the right support at the right time.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has robust policies and procedures in place to keep children safe. She knows how to identify and report any concerns should a child be at risk. She has a secure knowledge of all the local procedures. The childminder attends regular training, which enables her to keep her knowledge current. The premises are safe, secure and clean. The childminder carries out effective, regular risk assessments on her premises and before trips and outings. This helps to minimise risks to children. Children learn about safety as they wear a harness and hold hands when on walks and crossing roads. Accidents and incidents are recorded and reported promptly to parents.

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

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

- provide children with more opportunities to develop their fine motor skills and muscle control in preparation for what comes next in their learning.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 201461                                                                            |
| <b>Local authority</b>                             | Warwickshire                                                                      |
| <b>Inspection number</b>                           | 10289069                                                                          |
| <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> | 0 to 2                                                                            |
| <b>Total number of places</b>                      | 5                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 10 November 2017                                                                  |

## Information about this early years setting

The childminder registered in 1992. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 4.

## 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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how she ensures the premises are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of parents' views during the inspection.
- 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.

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