

Childminder report

Inspection date: 19 January 2023

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 extremely happy and settle well. They arrive excitedly and talk about what they want to do that day. Children have access to a large range of resources that are well cared for and clean. The childminder takes pride in providing high-quality resources, and reviews equipment regularly. She delivers learning opportunities based on the children's interests, and when they express preferences, she responds quickly. The childminder teaches the children to be independent, and routine activities are used to promote these skills. For example, children know which colour flannels are used for which purpose and are encouraged to choose these themselves. On arrival, the childminder encourages children to take off their wellington boots and coat. Young children are given the opportunity to feed themselves. Children's confidence is nurtured. The childminder acknowledges and praises their achievements.

The childminder develops respectful and meaningful relationships with children. They constantly initiate play and interactions with her and know that she will enthusiastically engage. Children demonstrate good behaviour. They learn to use polite manners and, with encouragement, to use 'please' and 'thank you' where appropriate. The childminder promotes the development of communication and language through story times. She uses 'story spoons' to help children engage and recognise significant characters or events. Children can recall what happens in a particular story. There are opportunities for them to learn about oral hygiene through books and the use of practical equipment.

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

- Children make good progress at this setting. The childminder adopts a curriculum based on children's interests and their developmental stages. Each day she makes notes on the children's learning and uses these to create relevant next steps. Consequently, children are ready for their next learning phase.
- The childminder promotes learning across all areas of the curriculum. Children develop fine-motor skills through activities with play dough. They learn about the natural environment through local walks, and age-appropriate mathematical concepts, such as amounts to five, through using number stones.
- Children develop physical skills through time spent at the park, music and movement sessions, and access to mark-making resources. However, the childminder does not consistently provide opportunities for children to develop gross-motor skills. For example, the outdoor learning area is not used all year round. This means that children are not given the most opportunity to move around skilfully in different ways.
- The childminder creates opportunities to extend and develop children's vocabulary. For example, she encourages them to name different birds that fly

onto the tree in the garden, and introduces icebergs when they explore the ice play and animals. Children show an eagerness to learn new words and repeat them.

- The childminder differentiates the environment and learning for children of varying ages. When younger children are sleeping, older children have access to hammers, scissors and smaller resources. There is equipment for younger children to pull themselves up and to cruise. This ensures that all children's needs are being met effectively.
- Children are taught the importance of healthy lifestyles. The childminder provides healthy snacks of fruit, milk and water. Where necessary, she works with parents to ensure healthy packed lunches are being brought to the setting.
- Parents are happy with the service they receive. They comment on how welcoming the childminder is and how well children settle. They also comment positively on the learning experiences provided. Parents report that the childminder has been instrumental in their child's language development.
- The childminder shares information with parents about their child's progress. She completes a daily diary, carries out six-monthly assessments and sends photographs to parents regularly. Progress checks for children aged two are completed and the childminder shares these with parents. This ensures that parents are thoroughly included in their child's care and learning.
- The childminder is conscientious in keeping her knowledge up to date. She attends training sessions with the local authority, as well as welcoming supportive visits, to improve her practice. This allows her to be reflective on both practice and the environment, and change them to suit the needs of the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of potential signs and symptoms of abuse. She knows the procedures to follow if she did have a concern about a child, and local authority paperwork is used to record all details. This ensures that children are kept safe. The childminder attends regular safeguarding training and has an up-to-date paediatric first-aid certificate. She assesses risks both in the home and on outings. There is a dog in the setting, but he stays in the kitchen until the children have gone home. Equipment is checked regularly and broken items are thrown away, minimising accidents.

What does the setting need to do to improve?

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

- provide even more opportunities for children to further develop their gross-motor skills.

Setting details

Unique reference number	201573
Local authority	Warwickshire
Inspection number	10264625
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	1 to 3
Total number of places	3
Number of children on roll	2
Date of previous inspection	21 June 2017

Information about this early years setting

The childminder registered in 1974. She lives in Bedworth, Warwickshire. The childminder holds an early years qualification at level 3. She operates all year round from 9am to 3.30pm, Tuesday to Thursday, except for one week over the Christmas period and family holidays. The childminder provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Natalie Herbert

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 setting.
- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector interacted with the children. She took account of parents' written views about the setting.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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