

Childminder report

Inspection date: 15 July 2022

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

Children are happy, settled and comfortable in the childminder's home. They have formed close and warm relationships with the childminder, who is attentive to their needs. This helps children to feel safe and secure in her care.

Children select from the varied range of resources that are available to them. They happily ask the childminder to read a popular story about creatures in a forest. Children listen intently throughout the story that the childminder reads well. Children readily complete the sentences with phrases they remember when given prompts by the childminder.

Children behave very well. They listen and respond well to the childminder. This includes children with special educational needs and/or disabilities (SEND). Children are kind to each other and play well together. They give each other toys, sing and make sounds as they look at nursery rhyme cards together. Children experience a range of activities which help them to develop their social skills and spend time with larger groups of children, such as trips out to local play groups and visits to the local library with the childminder. They enjoy regular walks where they learn about the local areas and talk about nature.

All children make very good progress in their learning from their starting points. They gain the skills and understanding they need to prepare them for their next stages in learning.

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

- The childminder has a sound knowledge of child development. She has a well-designed curriculum and clear intentions for what she wants children to learn. The childminder uses some information gathered from parents at the start to plan for what she needs to teach children next. However, she does not always gain the details about children's specific needs so that she is equipped to provide for all their needs as effectively as possible when they first start. That said, the childminder ensures her provision is inclusive and she provides well for all children.
- The childminder promotes communication and language well. She adapts the language she uses so that it is appropriate for each child's level of understanding. For younger children, the childminder uses new words to help increase their understanding while she does the actions. For example, the childminder pushes the chimney of a toy train to show the sounds it will make. She repeats the sound to children. They then make attempts to follow her actions when she makes the sound. Younger children begin to make sounds in preparation for early speech, while older children use the words they know

during play.

- Children have fun while they play with play dough in a range of ways. The childminder skilfully adapts the activity to enable children to practise skills. Younger children strengthen their muscles as they stand to play. They use their hand muscles and coordination to grip the play dough and move it from one area to another. Children begin to use one-handed tools to push into the dough. Older children enjoy using sticks to push into play dough. They begin to thread beads onto the short sticks. Children engage in this play for long periods of time as the childminder engages at their level, offering timely suggestions for what else they can do. Children choose to use scissors to practise their cutting skills with the dough. They show positive attitudes and 'have-a-go'. The childminder provides the support they need to successfully make 'snips' into dough for themselves.
- Children are proud to demonstrate their increasing number skills. They count how many beads they have threaded. Children move on eagerly to find the number card to represent the quantity of beads.
- The childminder promotes independence well. Children show increasing self-help skills. They use the bathroom and wash their hands with little support. Young children feed themselves with increasing control with specially adapted cutlery.
- Parents speak very highly of the childminder. They say they receive up-to-date information about their child's learning and progress. Parents say their children are happy, developing well and the childminder cares for them well.
- The childminder develops positive relationships with parents and staff at other settings that children also attend. However, she has not yet built on the relationship with the staff at these settings to enable the best possible provision for those children by exchanging information about their progress.
- The childminder keeps her knowledge and skills up to date by attending regular mandatory training. She seeks additional information and training to extend her own knowledge further, such as child protection and SEND matters. This helps to enhance the provision for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duties to effectively protect children from harm. She identifies signs and symptoms which indicate a child may be at risk of abuse. The childminder knows the local procedures she must follow to report her concerns about a child's welfare. She knows the local procedures to report an allegation that may be made against her or a member of her household. The childminder keeps her required documentation up to date, organised and well maintained. This contributes towards the good welfare of children. The childminder makes routine checks in her home to ensure that it continues to be 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:

- gain detailed information from parents when children first start about the specific needs of children, to enable their needs to be provided for as effectively as possible from the outset
- strengthen the partnership working with staff at other settings that children attend to help provide the best possible support for children's learning and development.

Setting details

Unique reference number	201595
Local authority	Warwickshire
Inspection number	10219677
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 10
Total number of places	6
Number of children on roll	15
Date of previous inspection	2 August 2016

Information about this early years setting

The childminder registered in 1992 and lives in Rugby, Warwickshire. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. She holds a relevant level 3 qualification.

Information about this inspection

Inspector
Suzanne Taylor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The inspector completed a learning walk discussion with the childminder to find out 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 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 took account of the views of parents from the written information provided.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of those living in the childminder's home.

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 2022