

Childminder report

Inspection date: 17 October 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

Children are happy and secure in the childminder's home. The childminder is warm and affectionate towards children. Children form close bonds with the childminder and with each other. They are deeply involved and motivated to learn and interact with each other.

Children benefit from flexible access to indoor and outdoor spaces where they are encouraged to choose activities that provide a challenge and help them to make good progress. The childminder behaves as a superb role model to children. For example, she demonstrates good manners and politeness. Children play harmoniously together and learn to cooperate and share their toys with each other. The childminder is attentive and frequently praises children's efforts and achievements to help build their self-confidence.

The childminder creates a literacy-rich learning environment and supports children in developing a love of books. For example, she introduces children to interactive books and reading prompts. Children excitedly turn pages in books, press buttons to hear animal noises and point at the pictures. Children are skilful communicators and develop strong language skills. They move gradually from babbling to speaking in short sentences. Children learn about the world and various occupations. The childminder skilfully encourages children to look at and discuss the similarities and differences in their environment.

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

- The childminder knows children well. She gathers information about children during settling-in sessions and from her own ongoing observations. She understands the seven areas of learning and the ways that children learn. This helps the childminder to identify promptly children who might need additional support from external professionals and helps children to progress well.
- The childminder organises a curriculum based on children's interests and in accordance with their age. She carefully builds on children's existing skills to plan stimulating activities that extend children's knowledge over time. However, at times, the childminder does not adapt her teaching in response to children's emerging interests, to fully motivate them to lead their own learning.
- The childminder's practice is inclusive and she provides a wide range of resources that teach children about different cultures and customs. Children benefit from many activities that support their understanding of the wider world.
- Children are physically active and have plenty of opportunities to continually develop their small- and large-muscle movements. For example, children independently access the garden area and use their skills to climb, squat and negotiate their space safely.

- The childminder teaches children how to keep themselves safe. She explains to the children why safety rules are in place and why some actions might hurt them if they are not careful.
- The childminder is attentive to children's needs and supports them in developing their independence skills, for example, when playing outdoors. However, at times, she does not fully support children in developing their understanding of routines to promote their good health.
- The childminder introduces children to early mathematical concepts. Children benefit from many daily opportunities that support their development of counting and their recognition of shapes. For example, children sing songs, make representations of shapes and listen to the childminder's frequent counting.
- The safety and well-being of children are of utmost importance to the childminder. Children benefit from daily outdoor exercises as well as quiet time to support their mental health.
- The childminder uses ongoing assessments of the children's learning and shares them with parents regularly. This helps children to have continuity between the childminder and their home environment.
- The childminder works effectively in partnership with parents. They feel informed about children's next steps in learning. Parents are appreciative of the childminder supporting them in extending children's learning at home. They compliment the childminder on her hard work and devotion.
- The childminder attends regular training and keeps up to date with changes in the early years.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates knowledge of safeguarding policy and procedures with confidence. She attends regular safeguarding training to ensure her understanding of how to protect children from harm is up to date. She talks confidently about the steps she would take should she believe a child's safety is at risk. For example, she understands potential signs and symptoms that could indicate that a child is at risk of maltreatment. The childminder carries out safety checks every day to promote children's safety in her home. The childminder's home has many safety precautions. For example, safety gates are in place to ensure children cannot open doors unattended or trap their fingers.

What does the setting need to do to improve?

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

- extend practice to support children's self-help skills and understanding of good hygiene routines fully

- recognise when to adapt teaching in response to children's emerging play interests, to fully motivate them to play and learn.

Setting details

Unique reference number	201674
Local authority	Warwickshire
Inspection number	10234292
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 January 2017

Information about this early years setting

The childminder registered in 1992. She operates all year round from 7.30am to 6pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Anna Makowska

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 provider.
- The childminder spoke to the inspector about their intentions for children's learning and discussed children's progress.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents and carers shared their views on the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation.

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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