

Childminder report

Inspection date: 22 February 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's home. The childminder and her assistant are kind and caring. Consequently, children develop warm and respectful relationships with them, which helps children to feel safe and secure.

Children are eager to join in with the range of activities that the childminder provides. They line up dinosaurs and show high levels of concentration as they carefully count each object from one to 10. This helps to support children's mathematical development. Outdoors, adults help children to identify the names of different two-dimensional shapes. Children are motivated to find the correct shaped bean bags as they post them into a tent. They are also supported to develop their early writing skills as they access different mark-making opportunities. For example, children enjoy exploring paint and use brushes and rollers to make marks. The childminder talks to them about the marks they have made.

The childminder and her assistant have high expectations for every child. They encourage them to become independent, as children have a go at putting on their own coats and boots before going outdoors. When they return inside, the childminder reassuringly talks children through undoing their zip so that they learn to take off their own coat and put this away. At snack time, children use a knife to cut up their own fruit.

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

- Since the last inspection, the childminder has worked closely with her assistant to review what they want children to learn. The childminder has established a well-sequenced curriculum that helps children build on their knowledge and skills over time. As a result, children receive enjoyable and challenging experiences that prepare them for the next stage in their learning.
- The childminder gets to know children well. She and her assistant observe children and regularly assess their development. They use this information to identify what they want children to learn next. Activities are shaped to include children's interests and development needs, which helps them make progress in their learning.
- There is strong support in place for children with special educational needs and/or disabilities. The childminder uses her assessments of children's development, including the progress check at age two, to identify any gaps in their learning. She liaises with parents and other professionals to gain additional support for children who may need it. As a result, all children are well supported to make the best possible progress in their development.
- The childminder and her assistant continuously talk to children to promote their communication and language skills. They model vocabulary and frequently ask

children questions. However, on some occasions, their questions and interactions do not extend and stretch children's learning to the highest potential. At times, adults do not give children long enough to consider their answers and fully challenge their thinking skills.

- Parent feedback shows that they are extremely positive about the childminder and service she provides. They praise the support she gives in helping children to settle. Parents recognise the progress that their children have made since starting, with particular regard to their language skills and confidence.
- Children behave well. The childminder and her assistant are good role models. They plan and provide activities to support children to learn to share and take turns, for example when playing with balls outside. Children understand their feelings and spontaneously tell the childminder when they are happy.
- Children enjoy the range of activities on offer to them. They have fun exploring animals and listen attentively when adults read stories to them. However, sometimes the routine is not flexible enough to allow children to finish their play before moving on to the next activity.
- Children's health is well supported. They know how to wash their hands before eating food. The childminder provides children with healthy snacks and meals. Children benefit from fresh air and exercise and participate in regular outings in the local community. They learn about oral health as they practise using toothbrushes to clean dolls' teeth.
- The childminder has prioritised training and professional development. She has undertaken a broad range of training opportunities to improve her teaching and personal effectiveness. The childminder works closely with her assistant to monitor the quality of their work. They demonstrate a strong commitment to continually improving the quality of education for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she and her assistant complete regular child protection training to keep their knowledge up to date. She has a secure understanding of the signs that could indicate a child is at risk of harm. The childminder knows the procedures to follow to report any concerns about children to other agencies in a timely way. Risk assessment is used effectively to ensure that the premises remain safe and secure for children. The childminder has maintained a current paediatric first-aid certificate. She has procedures in place for managing and recording any accidents that children may have.

What does the setting need to do to improve?

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

- focus more sharply on the monitoring of teaching so that interactions and

questioning extend and stretch children's learning even further

- reflect on the flexibility of the routine to benefit children's play and help them become even more motivated to learn.

Setting details

Unique reference number	201720
Local authority	Warwickshire
Inspection number	10130444
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 7
Total number of places	12
Number of children on roll	7
Date of previous inspection	29 October 2019

Information about this early years setting

The childminder registered in 1997. She lives in Stratford-Upon-Avon, Warwickshire. The childminder operates from Monday to Thursday, from 7.45am until 4pm, all year round. She works with an assistant. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- This was the first routine inspection the setting 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 and the inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The childminder and the inspector carried out a joint observation to evaluate the impact of teaching on children's learning.
- The inspector considered written feedback from parents and spoke to children, who gave their views of the setting.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact of this on children's learning.
- The inspector held discussions with the childminder and looked at relevant documentation and evidence of suitability.

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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