

Childminder report

Inspection date: 2 February 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

The atmosphere in the childminder's home is relaxed and safe. The childminder ensures that the safety protocols put in place to keep children safe are adhered to by all visitors. Children show that they feel safe and have a sense of belonging in her presence. From the onset, children are excited and engrossed in their self-chosen play. For example, in the morning, children pretend to make cupcakes and snacks for their parents. They happily offer to share their pretend meals with the childminder and her visitors.

Babies flourish in the childminder's care and form strong attachments with her and other children. They excitedly and independently explore their learning environment. For example, babies choose mobile toys to explore their properties and wheels. The childminder uses continual dialogue with children and engages them in meaningful conversations. This helps children to build their language and communication skills. Children are confident in communicating with the childminder and with each other. Babies make facial expressions and communicate through gestures and babble frequently.

The childminder has high expectations for children's behaviour. She is a good role model and promotes positive behaviour. For example, when younger children develop their understanding of sharing resources, older children patiently wait for their turn, with encouragement from the childminder. Children are independent and respectful to each other. They display excellent manners.

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

- The childminder plans her curriculum based on the children's current development stages and abilities. She has a good understanding of children's learning and developmental needs. For example, she differentiates children's learning by encouraging older children to use their handling skills, to scoop up the flour when making play dough. In comparison, younger children enjoy the sensory feelings of exploring different textures.
- The childminder regularly assesses children's learning and development to recognise their progress and what support they require. She has exceptional knowledge of the children in her care. She uses that information skilfully to plan activities that reflect children's interests and their levels of understanding. She provides plenty of opportunities for children to act out their experiences from home. For example, children use pretend telephones to speak to their parents and 'deal with important matters'.
- The childminder gathers detailed information from parents about children's nutritional requirements and plans meals considering their favourite foods. Children enjoy a healthy and balanced diet. The childminder cooperates with

parents to ensure children have opportunities to try various healthy foods.

- The childminder speaks confidently about her learning intentions before starting her activities with the children. For example, during a planned activity, she aims to introduce children to different animal noises and animal features, incorporating new words and sparking the children's curiosity.
- The childminder skilfully guides children to persist in their chosen activity, despite difficulties. She praises children's efforts and follows their lead in learning. This helps children to become engrossed in their learning and have positive attitudes towards learning.
- Children have many opportunities to accomplish small tasks that give them a sense of achievement. For example, they are tasked with finding a resource hidden amongst others. Children are confident and proud when accomplishing the task.
- The childminder provides a literacy-rich environment. Children enjoy singing songs, dancing and choosing their favourite stories. The childminder skilfully uses various techniques when reading to children, to ensure that reading books is a pleasant experience. For example, she changes her intonation and makes surprised facial expressions. The childminder continually repeats key phrases to embed children's understanding and learning of new words. Children love books. For instance, they offer to read their favourite books to visitors.
- Partnerships with parents are effective. Parents comment on the childminder's warm and nurturing nature. They say that the childminder is accommodating, flexible and easy to approach. She encourages good behaviour, kindness, and compassion for others. Parents value the childminders professionalism and seek advice from her at different stages of the child's development. They feel informed about their children's learning outcomes.
- The childminder attends mandatory training to ensure children in her care are safe. For example, she has recently attended a paediatric first-aid training. However, she has not identified a need to keep herself up to date with the newest early years research to further improve outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular safeguarding update meetings with the local authority to ensure she understands safeguarding arrangements well. She has a good knowledge of a referral process that she needs to follow should she have concerns about a child being at risk of harm, including risks of child exploitation and radicalisation. There is a strong emphasis on keeping children safe in her home through conducting regular risk assessments and safety checks. The childminder's home is secured with safety locks and gates to prevent children from using stairs without supervision. She teaches children how to move around her home safely and how to keep themselves safe.

What does the setting need to do to improve?

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

- build on existing knowledge of children's learning and development and strengthen teaching practice even further through additional training and professional development.

Setting details

Unique reference number	201725
Local authority	Warwickshire
Inspection number	10264885
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	29 June 2017

Information about this early years setting

The childminder registered in 1993 and lives in Leamington Spa. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Anna Makowska

Inspection activities

- This was the childminder's first routine inspection 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 spoke to the inspector about her intentions for children's learning and discussed the children's progress.
- The inspector spoke to children and gathered their views of the setting.
- Parents and carers shared their views of 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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