

Childminder report

Inspection date:

21 September 2021 - 13 October 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder develops warm relationships with children. They seek her out for comfort and reassurance when needed, and receive a warm and nurturing response. The childminder manages young children's daily routine needs with great care and attention. Children learn to be polite, share resources and behave well. The childminder maintains a consistent and calm tone, and patiently talks to children, reminding them gently about her clear behaviour expectations.

Children are given plenty of time to explore and they enjoy their time at the setting. They are motivated to play and generally spend time persisting with activities to learn new skills. There are a broad range of interesting activities for the children to choose from indoors and outdoors. The childminder is positive and encouraging. She supports children to celebrate and feel a sense of pride in their achievements.

Children move confidently around the homely space, making independent choices. Young children enjoy completing simple puzzles, exploring play dough and using role-play resources. Pre-school children like completing more complex puzzles, exploring how magnets work and making models out of play dough. The childminder has good expectations of what children can achieve. She plans and provides varied activities, such as storytelling sessions, drawing, and making 'potions' using a wide range of materials. Overall, this helps children to make good progress in different aspects of their development.

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

- The childminder identifies what the children know and can do well, including those with special educational needs. She continually assesses children's learning and development and plans exciting activities. She is particularly skilled at providing pre-school children with excellent education. However, on occasion, the childminder does not pick up on the play cues or emerging ideas of the youngest children during planned activities. There is scope for her to refine her curriculum to help all children consistently benefit from the highest quality learning experiences.
- Pre-school children are very well prepared for the next stage in their education. They develop good self-help skills as they are encouraged to manage simple tasks for themselves. For example, they learn to use the toilet and wash their hands with minimal support. Pre-school children begin to learn the phonetic sounds when they demonstrate an interest in letters.
- The childminder consistently models respectful and considerate behaviours. She promotes kindness towards others in her setting and sensitively intervenes as children interact with one another. The childminder uses meaningful first-hand

experiences to teach children about other cultures and the differences between people.

- The childminder promotes children's early communication skills. She recognises and values young children's attempts at communication. She encourages back-and-forth conversation as she repeats back and models sounds, words and sentences. Children learn new words. For example, they learn unusual colour names. Print and images displayed in the setting stimulate detailed conversations with pre-school children about the time spent in the setting and children's home lives.
- Children like looking at books and being read to by the childminder. Pre-school children enjoy retelling familiar stories using soft-toy characters. There are frequent opportunities for singing. Children learn a new song as they make play dough worms, sing songs from books, and use picture cards as clues to remind them of familiar nursery rhymes.
- The childminder introduces children to mathematical concepts. Children have access to interesting resources to encourage counting, as well as exploration of shape and pattern. The childminder skilfully uses incidental opportunities to enhance children's knowledge. For example, they count resources to share between two, order numbers to 10 using puzzles, and compare the height of towers.
- The childminder has excellent relationships with parents. They communicate daily upon arrival and collection. Additionally, they are sent photographs and videos. Parents comment on the very high quality of care the childminder provides. They say that their children have made very good progress and love to come.
- The childminder is passionate about her work. She frequently attends training to ensure she remains up to date and continues to develop her practice. She is keen to continue extending her professional development and further develop her already good teaching skills. However, there is room for her to focus on embedding the curriculum more securely and consistently in practice, specifically in line with the newer Ofsted education framework and recent statutory framework changes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in her knowledge of how to safeguard children. She is alert to the signs and symptoms of abuse and neglect, and knows the procedures she must follow if she is concerned about a child or family. The childminder also fully understands the processes to follow should any concerns be raised about her own practice. She maintains her statutory training for paediatric first aid and child protection, and keeps herself informed of the latest child protection issues. The childminder ensures her home is clean, safe and secure. She has systems in place to ensure any risks to children are minimised both within her home and during outings.

What does the setting need to do to improve?

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

- refine the curriculum, particularly for young children, to further adapt activities planned so that all children benefit from the highest quality learning experiences
- extend the focus of professional development to further develop the already good teaching skills and help embed the curriculum securely and more consistently in practice.

Setting details

Unique reference number	201738
Local authority	Warwickshire
Inspection number	10115890
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 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 October 2015

Information about this early years setting

The childminder registered in 1985 and lives in Kenilworth, Warwickshire. She operates term time only from 7.30am to 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspectors

Abi Ellis
Josephine Heath

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the childminder and have taken that into account in their evaluation of the setting.
- The inspectors looked around the childminding premises and discussed the provision with the childminder.
- The inspectors observed and assessed the quality of teaching while children played indoors and outdoors.
- The inspectors completed two joint evaluations of activities with the childminder.
- The inspectors looked at relevant documents, including evidence of statutory training.
- At appropriate times throughout the inspection, the inspectors spoke to the childminder and children.
- Parents' written views about the provision were taken into account.

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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