

Childminder report

Inspection date: 5 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and content in the care of the childminder. They have built close relationships with her. They go to her for comfort when needed and she provides cuddles in abundance. Children happily access the varied range of activities that are available to them indoors and outdoors.

Children show positive attitudes to learning. All children are curious and show excitement as they explore the sand and use the tools available to fill and empty buckets. Older children recall what they have previously learned. For example, they remember the steps they need to take to build successful sandcastles. The youngest children grin as they feel the sand between their fingers and use their hands to fill small containers.

Children behave very well. They are continuously engaged in fun activities. Children play cooperatively together with peers and the childminder, taking turns to kick, throw and catch a football. This helps to develop their physical skills. Babies are kind to each other. They follow instructions and give toys or cups to their friends. Children regularly say 'please' and 'thank you'. They respond well to the childminder's reminders to use good manners. Children gain the skills and understanding they need for their next stages in learning and the eventual move on to school.

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

- The childminder has a clear vision for what she wants children to learn while attending her setting. She skilfully uses the information she gains from parents when children start, to plan for learning. She ensures she knows each child well. She plans activities and experiences to support each child to progress towards what they need to learn next.
- Independence is promoted. Children who are ready, dress themselves in their coats. They persevere when putting on their own shoes. They receive lots of encouragement and are celebrated with praise for their efforts and achievements. This helps to raise children's self-esteem and willingness to have a go.
- All children develop their physical skills. They have lots of fun as they use their energy when running in the childminder's garden. They master the use of a range of wheeled toys, as well as learning to pedal forwards on a static bike. Children focus as they steady their hands, using jugs to pour water into their watering cans. They take turns to run up and down the garden, watering the childminder's plants.
- Children learn about living a healthy lifestyle. The childminder provides children with a large range of healthy snacks for them to taste and discover new flavours

that they enjoy. Children learn about good oral health and the importance of brushing their teeth. Older children learn where to brush, while babies chew on the brush, in preparation for the next stage.

- Children learn about where some of their food comes from. They are keen to see what has happened to the seeds they have recently planted. Children point out tomatoes and strawberries. They recall the process they followed to plant them. They are keen to share how they used soil, added the seeds and then watered them.
- The childminder promotes communication and language well. Children enjoy a range of stories and songs. They have fun as they follow the actions together. The childminder speaks clearly with children. She uses her good questioning skills to help children to contribute their own thoughts and ideas.
- The childminder makes use of research to extend her knowledge of safeguarding matters. Although she reflects on her practice regularly, there is scope to increase professional development opportunities even further to enable her to gain more in-depth knowledge and to raise the quality of teaching to the highest possible level.
- The childminder helps children to learn about the similarities and differences between themselves and others in our communities, and what makes them unique. She celebrates a range of cultural festivals with children. They taste different food and listen to stories with characters that children are familiar with.
- Parents speak highly of the childminder. They say their children are very happy attending her setting. They remark on the good progress that their children make. They value the information they receive about their child's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a strong understanding of the signs that may indicate that a child is at risk of abuse. She understands her responsibility to protect children. The childminder knows the procedures to report concerns about a child's welfare. She understands the procedures she must follow in the event of an allegation being made. The childminder makes routine checks in her home to ensure that it is safe for children to attend. The childminder ensures her paediatric first-aid certificate is kept up to date. She keeps the required documentation, and records are well maintained to keep children safe and aid the smooth running of her setting.

What does the setting need to do to improve?

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

- focus on training and development opportunities that extend knowledge and

help to raise the quality of teaching to the highest possible level.

Setting details

Unique reference number	2496216
Local authority	Warwickshire
Inspection number	10191289
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	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Leamington-Spa. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Suzanne Taylor

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and took this into account in their evaluation of the setting.
- The childminder and inspector completed a learning walk together to discuss how the curriculum is organised, the intent for children's learning, and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching in an activity took place between the childminder and the inspector.
- The inspector took account of the views of parents from the written information that was provided.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder about how the setting is organised. The inspector reviewed relevant documentation, including evidence of the qualifications and suitability of the childminder.

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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