

Childminder report

Inspection date: 25 July 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

The childminder provides a stimulating and homely environment. Children have formed strong relationships with the childminder, and this helps them to feel safe. Children are happy and explore confidently with support from the childminder, who knows them well. The childminder is kind and caring, and models good manners and respectful communication.

Children use a variety of tools throughout their play. These help to promote their muscle development, ready for early writing. For instance, they use spades, funnels and sieves to scoop up and collect sand and rice into containers. They use tweezers to pick up small objects. Children have regular opportunities for developing their mark making with the wide range of early writing resources provided. Children go to the library regularly to exchange books, which has helped them to have a love of books. The childminder enthusiastically reads stories to children. Younger children snuggle next to the childminder and enjoy lifting the flaps and looking at the pictures. Children have access to a range of books and independently seek out opportunities to look at pictures and read stories. They learn how to turn the pages in books and learn the names of animals and the sounds they make.

Children show good behaviours. They respond well to regular praise and encouragement from the childminder. All children show positive attitudes to learning and make good progress.

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

- The childminder has high expectations for all children. She knows children very well and their individual interests. The childminder uses this knowledge to skilfully plan a range of activities for all areas of learning. She ensures there are lots of interesting resources, linked to children's current interests, for them to explore in the tough tray, for example water and sand to create a beach, and a range of vehicles that travel in the air, on land and in water. These opportunities spark children's imaginations to entice them into play situations that they do not normally participate in.
- The childminder understands how to sequence learning to help children develop and extend their skills through a range of new experiences in enjoyable ways.
- The childminder uses her observations to accurately assess what children can do and need to learn next to progress further. She completes detailed progress checks for children aged between two and three years, and identifies what children need to learn next. She shares these with parents so that they can support their child's development at home.
- Overall, the childminder supports children's language development well. She

speaks clearly and reads and sings regularly with the children. The childminder routinely introduces new words to help extend children's vocabulary. However, occasionally, the childminder does not leave enough gaps in conversations for very young children to think and try out the new words they are learning.

- Children have a wide range of opportunities to develop their social skills and broaden their knowledge of the world around them. The childminder makes good use of local amenities, such as parks and children's centres. Children meet with other childminders and children, to ensure that any impact of the COVID-19 pandemic on children's social development is significantly reduced.
- The childminder reflects on all aspects of her provision. She has completed all required training, such as paediatric first aid and child protection. She is committed to providing the highest quality care and learning experiences for every child.
- The childminder provides an enabling environment where children can freely access equipment independently. For example, children can independently choose resources that interest them and explore and investigate them in their own way. However, children are not always given opportunities to develop their independence as much as they could. For example, the childminder puts their shoes on for them, opens lunch packaging and wipes their hands for them, without encouraging them to try for themselves.
- Partnerships with parents are strong. Parents value the support the childminder gives to their children. They comment that they are kept fully up to date with how their children are progressing and about the experiences their children have had throughout the day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder makes sure any required training is completed on time, such as refreshing her safeguarding knowledge and learning about local safeguarding issues. She has a secure understanding of child protection and safeguarding. The childminder knows the signs and indicators of abuse and has effective systems in place to protect children at risk of harm. The childminder acknowledges her responsibility to report any concerns she may have, including allegations against herself or anyone in her household. She provides a safe and secure environment for children and any risks are minimised.

What does the setting need to do to improve?

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

- encourage children to practise the new words and phrases they hear, to extend further their developing language skills
- provide more opportunities for children to practise their independent skills.

Setting details

Unique reference number	2555158
Local authority	Warwickshire
Inspection number	10232077
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the Coleshill area of Warwickshire. The childminder provides care all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Beverley Devlin

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder shared a sample of documents with the inspector. This included evidence of training and the suitability of those living on the premises.
- The childminder and the inspector completed a learning walk of all the areas of the setting and discussed the childminder's curriculum and what she wants children to learn.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- A joint observation of an activity was completed by the inspector and the childminder.
- The inspector took account of the views of parents from written feedback provided.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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