

Childminder report

Inspection date: 13 September 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

There are positive relationships between the children and the childminder. For example, the childminder recognises and responds well to the needs of children as they play. This contributes to how well children settle. Children have fun at the childminder's. They eagerly engage in sensory activities, such as rice play, as they fill and empty containers. The childminder uses this to develop their mathematical knowledge, as they learn about 'big' and 'small'. Children enjoy sharing stories with the childminder. They freely select books for her to read to them. Children have fun looking at the pictures in the books and smile at what they can see.

The childminder uses excitement to encourage children to take part in the activities on offer. As a result, children generally show a willingness to engage. This contributes to the good progress that children make in their learning. Children behave well. They play cooperatively with each other, following the direction of the childminder. Children show high levels of concentration as they play. For example, as they attempt to fit puzzle pieces together. Children smile to show their satisfaction as they achieve this independently. The childminder praises the children as she recognises this is something that they have accomplished.

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

- The childminder is keen for children to enjoy themselves at her setting. Her aim is for children to leave her setting knowing right from wrong. The childminder has identified and attended some training to improve her own knowledge. However, she does not consistently implement what she has learned from training into her everyday practice, to fully enhance children's learning experiences.
- The childminder's curriculum covers all areas of learning. She focuses on supporting children's social development. This is because she recognises the impact of the COVID-19 pandemic on children's social skills. Her aim is to support children to build relationships with others and for them to learn how they can ask for help when they require it. The childminder is a positive role model for the children. She is very patient and caring towards them.
- The childminder finds out from parents what children need to learn next. She also completes her own assessments and observations on children to track their progress over time. The childminder seeks support and advice from other professionals where concerns are raised about a child's development. This ensures that children receive the specialist help or support they require early enough.
- Parents speak positively about the childminder. They comment that they can see the progress their child is making. The childminder works collaboratively with parents to identify what children already know and can do. She also keeps

parents informed about how they can continue their child's learning at home. This approach is successful in ensuring that children continue to thrive in their learning.

- The childminder places focus on children's well-being. She offers tailored settling-in sessions to meet the needs of individual children. The childminder also connects and shares information with other settings that children attend. Her aim is to have a secure knowledge of each child's individual needs.
- The childminder takes steps to check that food is suitable for children. For example, she caters for their individual dietary or allergy requirements. The childminder also demonstrates a clear understanding of the choking hazards for certain foods and ensures they are cut suitably for younger children.
- Children are respectful, helpful and courteous towards each other. They follow the instructions of the childminder well. Children are prepared for life in modern Britain. This is because the childminder uses different events, celebrations and festivals to teach children about their similarities and differences.
- The childminder provides children with a range of balanced meals. Children thoroughly enjoy all of the meals on offer. The childminder encourages children to wash their hands before mealtimes. She also takes them on regular trips outdoors, where they learn to climb larger play equipment. This supports children to start to learn how they can live healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes risk assessments regularly to ensure that her home is safe and secure for children. She takes steps to ensure that children are kept safe in emergency situations, such as if there was a fire. The childminder's knowledge of safeguarding is secure. She is able to recognise the signs and symptoms of different types of abuse. This includes the 'Prevent' duty, county lines and female genital mutilation. The childminder knows the action she should take to keep children safe. This includes, keeping accurate records and making referrals to other professionals, such as the police, Ofsted, designated officers and those with statutory responsibility.

What does the setting need to do to improve?

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

- implement knowledge gained from training into everyday practice, to fully maximise children's outcomes.

Setting details

Unique reference number	2556742
Local authority	Warwickshire
Inspection number	10232098
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
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 and lives in Warwickshire. She operates from 8am to 5.30pm, Monday to Friday, term time only. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Louise Chinyuku

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 childminder and has taken that into account in their evaluation of the setting.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector viewed feedback from parents and took account of their views.

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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