

# Childminder report

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Inspection date: 18 October 2022

|                                              |                    |
|----------------------------------------------|--------------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>        |
| The quality of education                     | <b>Good</b>        |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Good</b>        |
| Leadership and management                    | <b>Good</b>        |
| Overall effectiveness at previous inspection | Not applicable     |

## What is it like to attend this early years setting?

### The provision is good

Children receive a fantastic home-from-home experience. They are constantly stimulated, happy and highly engaged in their learning. For example, they spend a wealth of time making a pretend meal for the 'Tiger who came to tea'. Children use descriptive language to emphasise the stories they tell. For example, they describe how a 'sheep ate their pocket' on a visit to the farm. This helps others to visualise events which entices them to ask further questions. Together children partake in mutual conversations which significantly enhance their communication skills.

Children are extremely sociable, and they make the best friendships. For example, they cooperate remarkably well with one another, they take turns to talk and they listen as they work together to decorate a large cardboard box. They demonstrate high levels of respect for one another. Children learn new words such as 'light' and 'dark' as they mix colours. They effectively practise new words to express their thinking and increase their creativity.

Children have superb confidence; their positive behaviours are strongly promoted by the childminder who has exceptionally high expectations for their conduct. As a result, children feel safe, and they lead their own routine. When children find challenges difficult, they ask their peers for help. This shows a healthy collaboration among children. They purposefully select 'emotion cards' to share their feelings. For example, children select the 'hungry card' which helps the childminder to understand they are ready for food. This ensures children's personal needs are met.

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

- The childminder uses observation and assessment to understand what needs to be learned by children. Her intent for learning is strong and the environment is purposefully planned to maximise knowledge and skills. However, the childminder does not consistently model her intent for activities. This slightly hinders children's rapid progress when developing focused skills. Despite this, children naturally succeed because they are extremely persistent and curious.
- The curriculum's planning is largely influenced by books. The childminder uses a wealth of stories to enhance children's understanding of the subjects being taught. For example, children listen to stories which support them to develop a positive view of culture and diversity. They have opportunities to explore concepts further within activities to enhance their knowledge and experiences. This helps to make children's learning meaningful and more memorable long-term.
- Children flourish in their communication and language skills. They constantly benefit from positive interactions. For example, the childminder shares personal

experiences with children and asks them questions to understand what they know, such as 'where does milk come from?' This encourages children to recap their prior learning and challenges their memory skills.

- Children are extremely supported to regulate their emotions and respond appropriately when faced with an emotional experience. For example, when children become upset, the childminder is extremely responsive and sensitive to meet the needs of all children. She implements strategies, which encourages children to express themselves and talk about their emotions. This helps children to understand their own feelings and behaviours which positively contributes to their happiness.
- The childminder identifies the negative impact the COVID-19 pandemic has had on children's social skills and confidence. She therefore prioritises trips into the local community to create opportunities for children to mix with others. This helps children to practise social skills and model expectations for positive behaviours. As a result, children make friendships outside of the setting.
- Children have a wealth of opportunities to practise their developing self-help skills. For example, when children independently put on their shoes, the childminder encourages them to notice the shape of the shoe. This helps children to place them on the correct feet. Children have responsibilities as part of their daily routine. For example, children independently take off their 'outdoor apron' and offer to put it in the washing machine. This shows a strong understanding of a secure routine.
- Parent partnership is strong. The childminder shares information with parents about individual children's learning and progress and she offers them support to enhance children's outcomes. For example, as part of the daily routine, children brush their teeth after lunch, therefore the childminder shares information to further promote 'oral health' at home. This positively impacts children's health.
- Since registration, the childminder has continued with a wealth of extensive training to enhance her professional development and broaden her knowledge of early years. This has helped her personally to work and learn more efficiently.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about child protection and safeguarding issues, including female genital mutilation and breast ironing. She teaches children the possible dangers of social media to ensure they can protect themselves online. The childminder fluidly understands the different types of abuse and key indicators for concern. She tightly monitors children's attendance and knows the procedures to follow should she need to report a concern. Risk assessments are ongoing to ensure children receive safe and equal opportunities in their learning. Children learn valuable skills to keep themselves safe in the community such as road safety awareness.

## What does the setting need to do to improve?

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

- raise the quality of teaching to an even higher level to ensure children make outstanding progress in their learning and development.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2578659                                                                           |
| <b>Local authority</b>                             | Warwickshire                                                                      |
| <b>Inspection number</b>                           | 10250950                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2020 and lives in Tamworth, Warwickshire. She operates all year round from 7am to 5.30pm, Monday to Friday, except for family and bank holidays. The childminder is eligible for funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Mikaela Stallard

### 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.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 childminder provided the inspector with a sample of key documentation on request.
- The views of parents were considered by the inspector through telephone discussions and letters.

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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