

Childminder report

Inspection date: 14 February 2023

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 thrive in this stimulating environment. They build close relationships with the childminder and her assistant and firm friendships with the other children. They learn to take turns and help each other out with tasks, such as giving their friends different coloured bear figures that match the ones they are collecting. Children build good self-esteem and confidence through the praise and encouragement from the childminder and her assistant.

Children enjoy learning how things grow. They benefit from lots of time outdoors in the garden and in the childminder's allotment, preparing the soil and planting seeds, such as cucumbers. They understand the need to monitor them and water them to encourage them to grow. Children develop good dexterity. They use small tools confidently, filling pots with soil in readiness for the seeds and ensure they give the seeds lots of water to help them grow.

Regular trips outdoors build children's awareness of the community around them. They enjoy physical activity particularly visiting soft play centres. In the garden they confidently climb steps to get to the top of the slide. Children sit down carefully holding on to the safety rails and then move down the slide with support if needed. They manoeuvre around the garden in small cars, taking care to move around without bumping into their friends.

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

- Partnerships with parents are good. They comment positively on the lovely care given to their children and the resources and activities provided, particularly the adventures their children have during the day. Communication takes on various forms, from daily verbal discussion to sharing information on an online application. This enables parents to stay informed with their child's progress and ways they can continue supporting their child's learning at home.
- The childminder builds a curriculum that continually supports children's learning and development. She uses her knowledge of children's abilities and next steps in learning to continually build on what children already know. They consistently hear the correct pronunciation of words and the childminder's skilful questioning encourages them to share their ideas and thoughts.
- The childminder reflects on her work and the activities she provides and uses this to help inform future learning. However, although parents have taken time to share their views for the inspector, opportunities for them to do this on a regular basis to help inform the service provided are not yet in place.
- Children confidently recognise a variety of colours, including purple, red, green, orange and blue. They carefully select small bear figures using large tweezers and place them into different coloured cups. Children show high levels of

concentration and take time to carefully lower small magnetic fishing rods into a 'tuff tray' taking care to make them stick to wooden pictures, numbers and letters.

- Children enjoy re-enacting familiar experiences and dressing up as different people in the community, such as a police officer. They eagerly put on the police uniform and hat and tell everyone who they are. Children collect different play foods in a shopping basket and create their own meals, pretending to eat courgettes and cookies and try different fruits.
- Children enjoy freshly prepared fruit snacks and hot meals at lunch time. They recognise the different fruit available to them and sit together at the table to eat. The childminder encourages children to recognise the foods are good for them. They talk about the benefits of being active and enjoying their time outdoors.
- Children develop great independence skills. They confidently step into puddle suits that are placed on the floor for them, taking their shoes off to enable them to get their feet into the legs. They place their wellington boots on and their coats to keep them warm and dry in the garden. Children help themselves to drinks of fresh water throughout the day and rest and sleep according to their needs.
- Children begin to learn about diverse communities and the wider world. They see positive images of themselves through photographs and books reflect people from different cultural backgrounds. However, opportunities for children to learn about people with different abilities and different families other than their own are not yet established.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role is safeguarding children from abuse and neglect. She has a secure knowledge of the referral procedures to keep children safe. The childminder works closely with her assistant and monitors their practice. This enables her to identify potential training opportunities for her assistant and herself, to maintain their knowledge and develop new skills. Children's safety is assured. Effective safety measures ensure children play in a well-maintained and secure environment. They learn to use toys and equipment safely. Children sleep safely. The childminder regularly checks children are safe while sleeping and a video monitor enables her to see them at all times.

What does the setting need to do to improve?

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

- enhance the use of self-evaluation to include the views of parents using the service

- increase opportunities for children to develop their awareness of diversity and the wider world, including people with differing abilities and families other than their own.

Setting details

Unique reference number	2581685
Local authority	Warwickshire
Inspection number	10262886
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	2 to 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Whitnash in Leamington Spa. She operates all year-round Monday to Friday from 7.30am to 5.30pm. The childminder works with an assistant.

Information about this inspection

Inspector

Tracey Boland

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their written views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023