

Childminder report

Inspection date: 12 January 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 receive a warm welcome from the childminder and her assistant in this setting. They develop warm and trusting relationships, and as a result of this, children separate well from their parents, demonstrating feelings of safety and security. Children are pleased to see their peers and immediately get involved in the range of interesting experiences on offer.

Children benefit from regular, uninterrupted play in the outdoor play space. They are encouraged to physically challenge themselves and manage risks. For example, children learn to wait for an adult to be nearby, before they leap from the slide onto the soft mat. Children delight in this activity and spend time rolling about on the mat to extend their turn. Children are physically active in the garden. They skilfully throw and kick balls to each other and to the staff. As a result of the varied opportunities on offer children effectively develop their gross motor skills, strength and stamina.

The childminder and her assistant interact joyfully with the children. The childminder has high expectations of the children and she listens carefully to their thoughts and ideas. This enables her to identify children's interests and motivations, and use them effectively to extend their learning and maintain their focus and attention.

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

- Leadership of the childminding service is strong. The childminder works cooperatively in partnership with her co-childminder, and together they provide effective support for their assistants. The childminder regularly evaluates the service, and this informs change and drives improvement. She skilfully provides appropriate support for children with special educational needs and/or disabilities. All children make good progress.
- Children develop their fine motor skills through use of a range of appropriate tools and experiences. For example, they develop their small muscles and strength, as they use chunky chinks to engage in mark making on both the paving slabs and the garden wall. Children delight in the vibrant colours of the chalk on the wet surfaces after the rain.
- Children respond positively to the childminder and her assistant. They behave well and use manners, such as saying 'please' and 'thank you'. Children are keen to take turns in being the helper at lunchtime and competently serve meals to their peers. The childminder and her assistant gently remind children of their expectations and support them effectively to make the right choices.
- The childminder is committed to supporting children's physical health. She provides children with nutritious snacks and meals. She has attended training on

how to prevent childhood obesity, and is aware of the importance of portion size and a balanced diet for young children. She talks to the children about making healthy choices and ensures they eat the recommended amount of fruit and vegetables every day.

- The childminder and her assistant support children to actively lead their own play, and they confidently access the resources on offer. The childminder has a clear vision for children's learning, and the curriculum is developed to build on what children know and can already do. On occasion, planning and implementation of experiences do not effectively take into account the unique needs of babies, to ensure they are equally engaged in play.
- The planned routines of the day effectively support children to develop their independence and self-care skills. The childminder and her assistant enable children to do things for themselves. For example, they offer time and encouragement for children to wash their own hands, and where possible, to find and put on their own hats and coats. Children demonstrate perseverance and determination to complete tasks. This contributes positively to their self-esteem.
- Parents speak enthusiastically about the provision. They comment on the warm, nurturing relationships developed between the childminder and her assistant. They are impressed with the wide range of experiences on offer and the strong progress their children make.
- Children's communication and language is supported well and encouraged throughout the day. The childminder and her assistant are excellent role models. They introduce new words to extend children's vocabulary, and use their own bi-lingual skills to support all children to feel valued and develop a sense of connection.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping children safe. She understands her role and responsibility in protecting children from harm. The childminder ensures that assistants in the setting attend regular training, and receive updates about policy and practice. The childminder has a clear understanding of the actions she should take if she has a concern about a child. She is also knowledgeable about the procedure to follow if an allegation is made against her, or a member of her childminding team. The childminder makes children's safety a priority, and risk assessment is carried out effectively across the provision.

What does the setting need to do to improve?

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

- enhance planning to further extend sensory experiences on offer to babies, in

order to support their natural curiosity, awe and wonder.

Setting details

Unique reference number	2585359
Local authority	Warwickshire
Inspection number	10260009
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 8
Total number of places	12
Number of children on roll	17
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and works an assistant from the premises of another childminder in Leamington Spa, Warwickshire. She operates Monday to Friday from 8am to 6pm. Funded early education is provided for two-, three- and four-year-old children. The childminder holds an early years qualification at level 6.

Information about this inspection

Inspector

Lisa Gadsby

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 childminder showed the inspector the premises and discussed how they ensure these are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning. Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their 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.

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