

# Childminder report

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Inspection date:

30 March 2023

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

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

### The provision is outstanding

Children thrive in this high-quality and well-organised provision. The childminder places immense importance on the emotional well-being of the children in her care. The childminder has a calm and nurturing approach, which helps children separate confidently from their parents. The childminder makes time for children to develop a sense of belonging and connection through respectful care routines. She accompanies each routine, such as handwashing and nappy changing, with gentle songs and rhymes. This reassures children and supports their understanding of their personal and self-care needs. The childminder carefully plans the day, and she informs children about what is happening now and next. This further contributes to their feelings of safety and security across the provision. Children are extremely settled and excited to explore the learning opportunities on offer.

Children are keen to access the interesting experiences on offer to them in the well-planned, learning environment. They successfully develop their confidence and independence by actively making choices about how they spend their time. The childminder respectfully takes a lead from children's play behaviours and actions. For example, the childminder supports children who demonstrate a keen interest in throwing to refine their skills through the creative and imaginative use of tubes, baskets and lightweight balls.

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

- The childminder has developed an ambitious curriculum that accurately reflects the fascinations and learning preferences of the children in her care. She uses careful observations to assess the progress children make. The childminder then plans opportunities to successfully build on their skills and knowledge. She has an excellent child development knowledge, and her teaching is skilful. This enables children to reach their potential and achieve the best possible outcomes.
- The childminder supports children's communication and language development extremely well. The childminder tunes in carefully to the sounds children make and the words they use. She skilfully adds to these ensuring children hear a wide vocabulary by thoughtfully narrating their play, such as by using the words 'over the top' and 'underneath' while children move small vehicles across a bridge.
- Children are extremely keen to get involved in their self-care. They recognise the need to wash their hands when they have been playing outdoors and after they have used paint. They respond positively to the childminder when she gently asks them to follow the routine. For example, children move enthusiastically into the kitchen when they know it is time for snack. Even the youngest children are keen to have a go with safety knives to chop their fruit.
- The childminder skilfully supports children to define and celebrate their unique

characteristics. She uses a small mirror effectively when encouraging children to sing the 'hello' song and point to their facial features and their hair. Very young children delight in recognising themselves while their friends sing 'hello' to them.

- Children are highly motivated learners. The well-defined learning environment offers the opportunity for children to move freely between a wide range of exciting experiences. They confidently access the resources and become deeply involved in their play. The childminder takes a lead from the children and skilfully enhances their experiences by adding interest. For example, she weaves in simple mathematical concepts, such as 'heavy' and 'more', while children delight in loading small carrots and stones into the trucks as they play in the muddy water tray outdoors.
- The childminder demonstrates an exceptional level of commitment to her role. She frequently attends training sessions and effectively reflects on how she can further improve her provision. For example, the childminder considers how she can ensure that the whole curriculum is accessible outdoors to reflect the interests and preferences of all the children in her care.
- Parents are delighted with the provision. They comment on the childminder's excellent knowledge and understanding of child development and how this impacts positively on the strong progress that children make. Parents feel exceptionally involved and well informed about their child's day. This includes clear communication about their care routines as well as the creative play experiences on offer to them.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a superb level of safeguarding knowledge and understanding. She is extremely confident of the signs and symptoms of abuse and her role in helping to protect children from harm. The childminder carries out highly effective risk assessments and follows clear systems for recording any accidents or incidents. The childminder attends frequent updates to refresh her knowledge as well as extending her awareness through a wide range of webinars. Children are closely supervised and, from an early age, are encouraged to develop an awareness of their own safety through use of appropriate tools and resources.

## Setting details

|                                                    |                      |
|----------------------------------------------------|----------------------|
| <b>Unique reference number</b>                     | 2599858              |
| <b>Local authority</b>                             | Warwickshire         |
| <b>Inspection number</b>                           | 10251543             |
| <b>Type of provision</b>                           | Childminder          |
| <b>Registers</b>                                   | Early Years Register |
| <b>Day care type</b>                               | Childminder          |
| <b>Age range of children at time of inspection</b> | 1 to 4               |
| <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 Nuneaton. She operates all year round, from Monday to Thursday, 8am to 6pm, excluding bank holidays and family holidays. She holds suitable early years qualifications 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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are 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 quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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