

Childminder report

Inspection date: 11 October 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

The childminder has created an inspiring and warm home-from-home environment for children. Children benefit from being able to access a large playroom with an abundance of resources. There are natural resources available to enhance play and learning, such as conkers that the children collected on a recent walk. The childminder facilitates outings to the local area to extend children's learning and expose them to the world they live in. For example, children enjoy visits to the local alpaca farm and park areas. Children have ample opportunities to be creative through the activities available to them.

Children are encouraged to make choices, and resources are fully accessible. The youngest children are confident to explore the playroom independently. Children enjoy role play. For example, some of the children have an interest in bags and hats. The childminder has created areas within the playroom to support these interests. The childminder encourages children to help tidy up. They enjoy helping to sweep, and they use child-sized brooms, dust pans and brushes.

The children enjoy the outdoor environment. The childminder has ensured that there is a variety of experiences available. For example, there is a grassed area, playhouse and a mud kitchen. There are good care practices in place. Children know to wash their hands before snack. They sit together at snack time, and healthy options are available, such as fruit, milk and water. Parents are complimentary about the childminder and appreciate the homely feel that the childminder has successfully created.

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

- The childminder has good intentions about what she wants children to learn. She follows children's interests. The oldest children shine and are confident in what they know and can do. However, at times, the youngest and less-confident children are not always heard, and this impacts on their learning.
- The childminder generally enhances activities well to extend learning, particularly for older children. Activities are well resourced, with additional natural resources and tools in the play dough activity, for example. This helps children to develop their fine motor skills.
- The childminder ensures good hygiene routines are followed. Children have individual towels and flannels to use to wash and dry their hands before mealtimes and after toileting.
- The childminder provides extensive outdoor play experiences, and children show high levels of enthusiasm when playing outside. There is a wooden playhouse, and children enjoy the café role play that has been created inside. There is the opportunity for children to develop their physical strength. For example,

equipment includes a trampoline, monkey hoops, small balls, hoops and bean bags.

- The childminder often takes the children on walks and trips to elevate their learning opportunities and explore the world in which they live. Children have recently enjoyed collecting conkers, which the childminder used within an adult-led activity to support early mathematics. She also encourages further mathematical opportunities. For example, a mathematics area with calculators, phones and keyboards further builds on children's early numerical skills and knowledge of numbers.
- Routines are embedded, and children follow them well. The childminder has established good relationships with the children in her care. They are happy and settled, even when feeling a little unwell. Attachments are secure.
- The oldest children are very confident. The childminder has a clear understanding of what she wants the oldest children to learn next and places a strong focus on children's communication and language. This prepares them for the next stages of their education.
- Parent partnerships are strong. The childminder provides daily feedback to parents. Communication is reinforced with the childminder's chosen use of an electronic app as an alternative method to keep parents informed of their children's learning. This helps to foster some continuity and helps parents extend children's learning at home.
- The childminder supports her own professional development and accesses courses such as safeguarding. She gains additional knowledge and support through the local authority and participates in discussions with other local childminders. This supports the childminder to successfully fulfil her role.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of signs and symptoms of abuse. The childminder is aware of where to go for external support and guidance, such as the local authority safeguarding team. The childminder has up-to-date knowledge and understanding of child protection and safeguarding procedures and has recently accessed online training. The premises are safe and secure. The childminder has processes in place to help keep children safe. For example, she ensures her first-aid qualification is kept up to date. This means she is able to manage unavoidable accidents that occur in her care. This helps to promote children's well-being.

What does the setting need to do to improve?

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

- ensure less-confident children are consistently supported in group activities in order for them to fully participate, helping to further enhance their learning.

Setting details

Unique reference number	2600223
Local authority	Warwickshire
Inspection number	10251556
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	1 to 3
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Dunchurch, Rugby. She operates Monday to Wednesday, term time only, from 7am to 6pm. The childminder is a qualified teacher.

Information about this inspection

Inspector

Emma Beard

Inspection activities

- This was the first routine inspection the childminder has 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 observed the quality of teaching during activities and assessed the impact this has on children's learning. The inspector held discussions with the childminder to understand how the early years provision and the curriculum are organised.
- Parents shared their views, and the inspector took these into account.
- The inspector sampled key documentation for both the childminder and other household members.

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 2022