

Childminder report

Inspection date: 11 January 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

Children are happy and are settled well in the childminder's care. They build strong and secure relationships with the childminder. Children seek her out for comfort when needed and receive warm interactions and cuddles from her. This helps children to feel safe in her care.

Children happily access the range of resources that are available to them. They are beginning to take turns from a young age. For example, they have fun as they play with small world toys, each putting their toy people figures down a slide.

Children develop their smaller physical skills. Babies play with toys and develop their hand muscles for gripping as they twist, press and slide the buttons. Older children squeeze toys to open and close them and make attempts to pick up items with plastic tongs.

Children's behaviour is good. They receive gentle reminders to use good manners and respond well to these. Young children are kind to others. They readily hand each other toys, such as plastic tongs, during their activities to help them to join in their games. Children gain a range of skills in preparation for their future learning.

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

- The childminder has developed a well thought-through curriculum and has a clear intent for what she wants children to learn. She uses the information she gains from parents at the start to help her to plan how she will build on what children already know and can do. She continues to observe children's development, which helps her to have a very good knowledge of each child's learning needs.
- The childminder provides a range of play resources that are appropriate for the children's ages and stages of development. They access a play kitchen and use their imaginations as they pretend to cook and wash their hands. Babies groan with excitement while they build a tower with different coloured cups.
- Babies and young children are keen to take part in activities with the childminder. For example, they use their hands and various tools to explore dried pasta. Children make decisions about the direction in which they take this play and remain focused and engaged for long periods of time. However, this type of activity is a fairly new experience. Children are not regularly provided with a wider range of open-ended play materials that support their exploratory interests and help to develop their own ideas in their play.
- The childminder uses her skills to support the development of children's communication well. This includes children who require some additional support with their speech. She works closely with parents and other professionals to

ensure that children receive the support they need. The childminder uses a range of methods, such as stories, songs and familiar pictures to support children's understanding and encourage them to speak. She models language for conversation. She uses her good questioning skills and provides children with time to think before making their response. The childminder repeats what children say, clearly and correctly to them. As a result, all children are making good progress in this area and are quickly catching up.

- The childminder provides children with opportunities to learn about similarities and differences in the community and the wider world. She uses a range of resources and interesting activities to support children's understanding and develop their knowledge.
- Children have opportunities to develop their larger physical skills. The childminder takes children on local walks in the community and to a range of parks to run freely and use the equipment to climb and balance.
- Children regularly visit the local nature reserve, where they learn about how the environment changes with the seasons and collect various items that they find in this space.
- Parents speak highly of the childminder and the care that their children receive. They say their children are making good progress. Parents are happy with the range of information they gain about their children's learning and the ideas for what they can do to support them at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is clear about her responsibilities to ensure that children are protected from harm. She has attended additional training to ensure her knowledge is up to date. The childminder demonstrates a secure knowledge and understanding of the signs and symptoms of abuse. She knows the reporting procedures to be followed in the event that she has child protection concerns about a child. She knows the procedures to follow if an allegation of abuse is made. The childminder routinely checks her home to ensure that it is safe for children to attend. This contributes to the safety and well-being of children in her care.

What does the setting need to do to improve?

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

- improve further the range of open-ended and sensory materials available to help support children's strong exploratory interests and use of their own ideas in their play.

Setting details

Unique reference number	2633140
Local authority	Warwickshire
Inspection number	10218443
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 2
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Nuneaton. She operates all year round, Monday to Friday, from 7.30am to 6pm.

Information about this inspection

Inspector

Suzanne Taylor

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 took that into account in the evaluation of the childminder.
- The childminder and inspector held a learning walk discussion. The inspector viewed areas of the home and discussed with the childminder how the curriculum was organised.
- The inspector made observations throughout the inspection and conducted a joint evaluation of an activity with the childminder to assess the quality of education.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder. She reviewed relevant documentation, including evidence of suitability and the childminder's qualifications.
- The inspector spoke to parents and also took account of their views from the written information provided.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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