

Childminder report

Inspection date: 3 July 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

The childminder provides children with a home-from-home learning environment. Children thoroughly enjoy their time in her care. They seek comfort from the childminder when they arrive if they are feeling unsure. They quickly settle after a reassuring cuddle. This is because they have secure relationships with her.

The childminder provides children with a wide range of learning experiences that captivate their attention. Children eagerly wait their turn and make predictions about what happens during an activity where they experiment with eggs. They each choose from different resources to wrap around their egg to protect it and place these in a bag to see if the egg will crack when they drop it. Children giggle in anticipation when they open their bag after the egg has landed on the floor to see if there are any cracks. This helps children to learn about trial and error when testing their ideas out.

The childminder has high expectations for children's behaviour. Children are polite, kind and caring as they listen to each other during their play. The childminder reinforces expectations during their activities to help children to gain the knowledge of how their behaviours may affect others.

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

- The childminder provides an inclusive curriculum. This supports the foundations for all of the children to develop across the seven areas of learning. The childminder uses children's interests to build on the gaps in their knowledge and extend this further. Children recall what they have learned during a recent activity about butterflies. They share what happened to the caterpillars when they came out of the cocoon.
- The childminder keeps her training and knowledge up to date. She focuses her current training on the individual needs of the children attending. The childminder provides support for her assistant and regularly coaches their practice. They have discussions about what they want to provide for their children. However, she has not yet extended this to ensure that her assistant has access to further training. This means that assistants do not always gain further understanding of how to adapt their teaching to help children to reach their fullest potential.
- The childminder works in partnership with parents. Parents explain how the childminder shares information daily with them about what their children have been learning. She shares updates about children's development to keep them informed. However, the childminder does not routinely share further ideas to support children's learning and development at home.
- The childminder assesses children's development regularly to ensure that they

are making good progress. If she identifies gaps in their learning, the childminder swiftly acts upon this to ensure the child has the right support to help them make the expected progress.

- Children are physically active as they take part in sports activities. They practise their balancing skills as they hold their egg on their spoon to race and try not to drop their egg. This helps children to develop their hand-eye coordination.
- The childminder supports children in preparation for going to school. She promotes their confidence and independence through a range of activities. Children show a can-do attitude and put on their own shoes to go out into the garden. They talk about their feelings and share what makes them happy. The childminder helps children to learn how their emotions make them feel and what they need to do to overcome those feelings that may make them feel upset. This supports children's emotional resilience.
- Children have a range of healthy meals, and they sit well during mealtimes. The childminder sits with the children to ensure that they are safe, and she can respond to their needs. She is vigilant with procedures for managing allergies to ensure that children eat the right foods.
- Children learn about the different cultural festivals and celebrations, such as Bastille day, which their friends may celebrate. This helps children to learn what makes them unique. They learn about the world around them through a range of activities. For example, they plant seeds and learn how to care for them. They watch them grow and discover that they produce vegetables that they can eat.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good knowledge of the procedures to follow and how to report if there is a concern about the welfare of a child. They know how to report allegations against a person in a position of trust to the local authority designated safeguarding officer. The childminder follows robust procedures to ensure that the environment is safe for children to play. She reminds children to stop and listen during outings to help them to keep themselves safe and to recognise when there might be a danger.

What does the setting need to do to improve?

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

- develop the parent partnership even further to support parents with their child's continued learning and development at home
- provide further opportunities for assistants to access professional development to enable them to enhance their teaching to the highest possible level.

Setting details

Unique reference number	2634244
Local authority	Warwickshire
Inspection number	10295660
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 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in the Leamington Spa area of Warwickshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and Christmas holidays. The childminder provides funded early education for four-year-old children. She works with an assistant.

Information about this inspection

Inspector
Katherine Wilson

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 she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises the early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke with the inspector during the inspection.
- 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 inspector observed the interactions between the childminder, the assistant and the children.
- Parents shared their views of the childminder with the inspector.
- The childminder and the inspector observed the assistant during an activity and discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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