

Childminder report

Inspection date: 25 October 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 develop strong bonds with the childminder and her assistant. They go to them for comfort and settle quickly when they are upset. They enjoy spending time in the childminder's home and invite her and her assistant into their play.

Children enjoy spending time outside. They have opportunities to learn about spatial awareness as they ride on wheeled vehicles, avoiding where other children are playing. Children develop their small-muscle skills as they use chalks to make marks on paved areas. The childminder's assistant models using chalks to make different shapes and children copy her. Some children enjoy playing with small, coloured balls. They roll them down plastic tubing and watch as they pass from one tube to another before falling to the ground.

Children show pleasure as they join in with stories and songs. They learn to develop their language skills as they talk about the characters in the books they read. The childminder's assistant considerably shares stories with children that relate to their experiences at home. She helps children to develop empathy as they discuss the feelings of characters in the story. Children show an understanding of this and comment that the baby in the story is happy when being cuddled.

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

- The childminder has a clear curriculum. She knows children well and plans learning for them based on their current level of development and what they need to know next. She places a strong emphasis on developing children's communication skills and successfully implements activities that give them opportunities to learn new words. As a result, children make good progress.
- The childminder uses a variety of themes to support children's learning. She offers multiple opportunities for children to explore these themes. For example, while learning about 'people who help us', the childminder arranges for the police to come to talk to the children. She then plans follow-up activities in her home. However, she does not always take full advantage of connecting the learning between the two to extend children's learning even further.
- Children follow daily routines. They tidy up and wash their hands before lunchtime. However, there are times during transitions when children lack direction. They lose focus and wander around while the childminder arranges lunch or activities. This means that children do not fully understand what is expected of them during these times.
- Children gain a range of outdoor experiences. The childminder understands how children learn from being outdoors. They visit places in the local area and also benefit from visiting nature centres and learning about different animals. Children gain confidence as they are exposed to different environments and

learn about the world around them.

- Children behave well. At times when they encounter conflict, the childminder calmly supports them to resolve their difficulties. She reminds them of how she expects them to behave. Children use manners and are beginning to develop an awareness of how their behaviour impacts on others.
- Parents talk highly of the childminder and her assistant. They say that their children are happy to attend and are greeted with smiles on arrival. They comment that their children have made huge progress in their development since attending and particularly mention the progress in their language skills. Parents appreciate the daily communication they receive from the childminder and the advice she gives them to support their children at home. This helps children to experience consistency of care across both environments.
- The childminder and her assistant develop their own knowledge and skills. They keep up to date with mandatory training and seek out other training programmes that will enhance their practice with children. For example, the childminder is studying a course that will improve her knowledge of developing children's communication skills and her assistant is completing a formal childcare qualification. This helps children to experience a high-quality learning environment, which continually improves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of how to safeguard children. They recognise signs that may indicate that a child is at risk of harm and know who they should report this to. The childminder knows what to do if an allegation is made against herself or someone in her home and understands the importance of reporting this to the relevant agencies. The childminder's risk assessment procedures ensure that the home is safe and secure for children who attend. She considers the appropriateness of resources used for the ages of children she cares for and ensures that she has completed risk assessments for any outings she takes the children on.

What does the setting need to do to improve?

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

- extend learning activities even further to help children make the best possible progress
- plan transitions in daily routines so that they support children to fully understand expectations.

Setting details

Unique reference number	2645812
Local authority	Warwickshire
Inspection number	10304915
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
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 Studley, Warwickshire. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is registered to provide overnight care. She holds a qualification at level 6 and provides funded early education for two-year-old children.

Information about this inspection

Inspector

Christine Ward

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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 carried out a joint observation of a group activity with the childminder.
- Parents shared their views of the setting with the inspector.

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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