

Childminder report

Inspection date: 28 June 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder is passionate about her role as an early years educator. She is highly attuned to children's individual needs and provides a safe, inviting environment where children thrive. The children show that they are excited to be with the childminder as they engage in playful interactions on arrival and confidently separate from their parents.

The childminder is an excellent role model with a calm and nurturing approach. She carefully listens to children as they speak and is highly skilled at encouraging children to share their views and ideas. She uses every opportunity as a time to learn. She introduces new vocabulary, supported with sign language, to promote children's language and communication skills. Children are exceptionally well behaved and show kindness and compassion to their friends.

Children are fascinated by the 'hands-on' learning opportunities they experience. They explore the life cycle of a butterfly, and learn the science behind how ice melts and how model planes fly in the wind. They are curious learners and confidently ask questions to explore their own ideas and imaginations. Children flourish in this amazing learning environment, which is well prepared and sharply focused on helping children to learn more each day. This ensures that children make rapid progress in their learning and development.

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

- The childminder values the children in her care. She demonstrates how to consider and respect each other. Children follow the childminder's excellent example and develop strong skills, such as resilience, social skills and independent thinking skills. Secure attachments and caring relationships are very apparent as children are relaxed and happy during their play. Children go to the childminder for reassurance if they are upset or anxious and she responds readily. This promotes a strong sense of belonging and self-confidence in children, which will support them in later years.
- Children develop a love of books. They have frequent visits to the library where they choose storybooks and books that are linked to their interests. They freely choose to read their favourite stories and retell their own version of events using props and materials. While telling stories, the childminder uses fascinating voices to keep the story exciting and fully engage all children. Children consistently use new words that they have heard during story time or modelled by the childminder during conversations. This will support children to become confident readers in later years.
- Children are extremely well supported to explore feelings and emotions that arise from stories, which include scary characters, such as the big bad wolf, or

new life experiences. This means that children are developing ways to understand and manage the different emotions they experience, in a safe environment.

- Children's behaviour is excellent. They play together as a group and respect the needs of each other. The childminder demonstrates great skill in gently reminding children to share resources and make space so all children can be included. Children use expressions such as 'lets work together' as they tidy up or try to resolve a problem. They show great teamwork as they try to work out how to release the toy spiders from a frozen block of ice.
- The childminder plans an ambitious curriculum that is sharply focused on children's individual needs. The precise planning and implementation of all learning opportunities ensure that children receive high-quality interactions that support rapid progress in their learning. The childminder has a wealth of knowledge in supporting children with special educational needs and/or disabilities and this is apparent as she adapts her teaching strategies to accommodate children's differing needs. Children are very familiar with the 'now' and 'next' steps in their routine, which gives children ample time to prepare for the transition to other aspects of the day. This promotes a calm, supportive learning environment.
- The childminder works closely with other professionals. She liaises with other childminders and schools to share assessment information and to plan smooth transitions. This promotes a common understanding of each child's current stage of development to ensure that children build on what they already know.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2671840
Local authority	Warwickshire
Inspection number	10350497
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	2 to 3
Total number of places	5
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Rugby. She operates her childminding provision from 8am to 5.30pm, Monday to Friday, all year round, excluding bank holidays, a week at Christmas, and two weeks during August. The childminder holds a relevant qualification at level 6, and provides early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector
Karen Millerchip

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 setting.
- The inspector spoke to parents during the inspection and viewed their written comments and took account of their views.
- 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 and the children.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector viewed the provision and discussed the safety and suitability of the premises.

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 2024