

Childminder report

Inspection date: 5 September 2024

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 creates a warm and nurturing environment for children. In return, children show they are secure and safe as they seek her out for reassurance and cuddles. The childminder is calm in her approach and praises children for their achievements and what they do well. This helps children to have a positive attitude to learning.

The childminder centres her curriculum around the children's interests. She identifies children's learning styles, and their unique needs, and plans an array of learning experiences to meet these. For example, children who like to open and close objects have access to shopping tills, books with flaps and puzzles with different types of locks. By providing them with activities that support their learning styles, children make good progress in their learning.

Children are motivated to learn and to join in the interesting activities on offer. The childminder provides a variety of rich, open-ended opportunities. In sand and water play, a variety of resources invite them to investigate and explore, such as spoons, sieves, jugs, wheels and toy windmills. During this play, the childminder supports children to solve problems as they decide how much water they need to fill a container. Other resources allow them to practise useful skills. For example, they discover how to open and close a tap on a water container and push down the top of a soap dispenser. These experiences help children to strengthen their hand muscles as they practise squeezing, pushing and turning.

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

- The childminder has strong relationships with parents. She keeps parents informed about their children during the day and with updates about the progress their children make in their learning. This includes providing verbal updates in relation to the early years foundation stage. Parents say that this information is useful because it helps them to understand their child's day and extend their child's learning at home. Parents praise the 'loving and enriching environment' and how well the childminder plans for their child's needs and interests.
- The childminder is passionate about her role. She is committed to the continuous improvement of the provision. The childminder ensures her skills and knowledge are current and regularly attends training courses. She has identified further training opportunities that will help to improve her practice further.
- The childminder identifies communication and language as a key area of focus for children. She generally models language well and will narrate what children are doing during their play. Sometimes, she asks children to name objects and then repeat words such as 'squeeze' and 'push'. However, at times, the

childminder does not model new words sufficiently to help children practise them and enhance their vocabulary further.

- The childminder supports children to develop an understanding of mathematics when they play. Children fill containers and jugs with water and the childminder discusses the concepts of 'heavy', 'full' and 'empty'. She encourages children to count regularly through play. The childminder also supports children to recognise shapes and numbers in the environment during daily walks.
- The childminder promotes children's independence very well. Children learn how to wash their hands and the reasons why. The childminder makes this fun for children by singing a well-known handwashing rhyme. At mealtimes, she supports and encourages children to self-feed using a spoon and praises their 'lovely eating'. This helps to prepare children for their next stage of learning.
- Children have lots of access to fresh air. The childminder provides all-in-one weather suits, which helps children to be able to spend plenty of time outdoors. As well as playing in the garden, children go on walks to the woods and local nature parks. This helps children to develop an understanding of the benefits of being outside and helps support children's physical development.
- Children's behaviour and attitudes are well supported by the childminder. Children receive lots of praise as they complete tasks for themselves. The childminder models how to use good manners. She responds swiftly, with lots of cuddles and reassurance, when children become upset or frustrated. However, there are opportunities for the childminder to further support children to understand their emotions and to learn how to manage them effectively.
- The childminder uses regular observations to monitor children's progress and identify gaps in learning. She quickly puts in place strategies to support children and seeks the help of other professionals. This helps all children make good progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- provide children with time to listen carefully and practise new words to develop their language skills further
- further enhance the opportunities given to children to learn how to understand their feelings and manage their emotions.

Setting details

Unique reference number	2757462
Local authority	Warwickshire
Inspection number	10349576
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She lives in Kersley, near Coventry. The childminder operates from Monday to Friday, from 8am to 6pm, all year round. She provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Walton

Inspection activities

- The childminder showed the inspector the provision and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their written views about the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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