

Childminder report

Inspection date: 24 June 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in this homely, safe, child-centred environment. Children develop close bonds with the childminder. They readily seek her out for cuddles and comfort and include her in their play. Children make choices about what to play with from a range of accessible toys and resources. Children are developing positive attitudes to learning. They concentrate and stay motivated in their play. For example, they use balls to roll down the drainpipe resting against the fence. Children build on this further by placing a box under the end of the drainpipe and placing a net at the end to catch the falling balls.

The childminder has clear expectations of children's behaviour. Children play nicely with each other. They sing the words to 'Old Macdonald had a Farm' and excitedly take turns to choose the next animal. They squeal with delight as they attempt to catch the bubbles in the garden. The childminder offers children frequent praise and encouragement. This helps to develop their confidence and self-esteem. Children are developing good communication skills. The childminder uses the correct pronunciation of words, which she sensitively repeats to children if they say something inaccurately. She uses frequent sign language alongside the spoken word to build on children's communication and understanding.

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

- All children, including children who have special educational needs and/or disabilities, make good progress in their learning and gain the skills they need for the future. The childminder has a clear understanding of how children learn and develop. She makes accurate assessments of their abilities and monitors their progress. This means that she can identify and plan for any gaps in children's learning. The childminder knows the children well. She considers the children's individual interests when planning activities.
- Children are developing good literacy skills. The childminder encourages children to make marks using chalks, crayons, and paints. She helps children to identify the letters in their name. Children show great delight as they have a go at writing the initial letter of their name on chalk boards.
- Partnerships with parents are good. The childminder shares two-way information about children's care and learning. Parents are very happy with the service provided by the childminder. They say that the childminder has become an extension to their family and that she often goes 'above and beyond' their expectations.
- The childminder provides children with healthy meals and snacks. She makes mealtimes sociable occasions, where children sit together and chat to each other. This helps to promote friendships between the children. The childminder provides varied opportunities for children to be physically active in the outdoor

environment. Children develop their physical skills as they learn to take managed risks on the climbing equipment in the garden.

- The experienced childminder is extremely passionate about her role. She regularly reflects on the quality of her provision. She attends training to update her knowledge. The childminder uses the support of other local childminders to share ideas, to ensure children are continually offered activities that interest and excite them.
- Children enjoy using their imaginations. They pretend to prepare meals and drinks for the childminder. They spend time taking care of baby dolls, pushing them around the garden in the pushchair. The childminder provides meaningful first-hand experiences for children to learn about the world around them. For example, children help care for the childminder's pet guinea pigs. She talks to them about the changing weather and involves them in making the decision about how heavy the rain needs to get before they move under the shelter.
- The childminder works well with health professionals involved with children's development. However, the childminder does not fully engage with other settings attended by children. This means that on some occasions she is not able to gain other practitioners' views about children's learning and development.
- The childminder provides children with a good range of activities to help them develop across all areas of learning. However, she does not consistently focus on what children need to learn next to raise their achievements to the highest possible level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe. She has completed recent safeguarding training. The childminder knows the process to follow and the professionals to inform if she has concerns about a child's welfare. She is alert to the possible signs and symptoms of abuse, including the wider child protection issues. The childminder ensures her home is safe and secure. Children are well supervised. The childminder teaches the children the importance of keeping themselves safe, for example, she talks to them about how to safely handle scissors.

What does the setting need to do to improve?

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

- build stronger partnerships with other settings children attend, in order to share important information about children
- focus more consistently on children's identified next steps for learning, to support them to make even better progress.

Setting details

Unique reference number	EY100568
Local authority	Warwickshire
Inspection number	10198818
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	11 May 2017

Information about this early years setting

The childminder registered in 2002 and lives in Bidford-on-Avon, Warwickshire. She operates from 7.30am to 6.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Amanda Tompkin

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) 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 observed the quality of teaching during activities and assessed the impact this has on children's learning. A joint evaluation of an activity was also conducted with the childminder.
- The inspector spoke with the childminder about how her provision is organised and what experiences she offers children in her care.
- The inspector held a number of discussions with the childminder and children.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the premises.
- The views of parents were taken into consideration by reading written references.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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