

Childminder report

Inspection date:

9 November 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, secure and settled. They show curiosity, enthusiasm and high levels of engagement while exploring the stimulating environment around them. Children settle extremely quickly with the help of the childminder, who provides them with lots of encouragement, praise and support. Babies crawl to the childminder for a cuddle and giggle. Toddlers show excitement while exploring the activities available to them and show a real eagerness to learn.

Children become kind and caring. Older children take care of the babies. They hold their hands when they stand up. They reassure them as they smile and wave at them. Toddlers say 'night, night' and rub the babies' backs when they are being put down for a nap. They ask, 'Is that nice?' at lunchtime and try to encourage them to eat. Older children share and take turns while creating a train track with their peers. They talk in two-word phrases, continue conversations and begin to form friendships.

Children become very confident in their own abilities. Babies gain physical skill with support very quickly. They learn to crawl, cruise and begin taking their first steps. Older children use their own cutlery at lunchtime and begin taking care of their own needs. They become confident in obtaining their own resources, independently using them and helping to pack them away.

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

- The childminder implements a successful professional development programme. She regularly attends courses and supportive childminder groups and carries out further research. She has a strong knowledge of children's early education and observes, assesses and plans for children's next steps accordingly. She promotes children's next steps well and shares ideas and activities with parents of how to extend their learning at home. As a result, children make good progress in her care.
- Children make vast progress in their communication and language. Babies become very vocal and begin saying single words. The childminder encourages children to take turns to speak during conversations. Toddlers learn a variety of different words. For example, children learn the word 'yellow'. They excitedly begin to explore their surroundings for yellow objects and repeat the word to the childminder. Children are ecstatic with their own achievements in finding new yellow resources and develop their own ideas further by thinking of even more yellow objects.
- The childminder provides a variety of activities that build on children's experiences from home. Children get opportunities to visit local parks, an old railway and pond. They experience seeing muntjac deer in the wild and learn

about natural resources on nature walks. Children get the chance to be part of the community at numerous toddler groups.

- The childminder promotes healthy lifestyles. Children have opportunities to be physically active outdoors and on various day trips. They practise their physical skills when climbing apparatus. They enjoy riding in toy cars and on bicycles and playing football at their local football pitch. Children are provided with fresh drinking water throughout the day and have nutritious snacks, such as fruit and breadsticks. The childminder endeavours to work with parents to ensure children have access to healthy lunches.
- The childminder helps children learn about some similarities and differences in the community. She enthusiastically teaches children about the various languages children speak at home. Additionally, children have the opportunity to learn some sign language, including the sign for 'thank you'. However, the childminder has not yet fully explored other ways in which she can further support children's understanding of diversity and the world around them. There is scope for the childminder to plan further learning opportunities to teach children about even more cultures and traditions, to enhance their knowledge even more.
- Parents are ecstatic with the high-quality care and education their children receive. They report they appreciate the communication the childminder provides about their children to help extend learning at home. Parents comment that they feel encouraged, supported and at ease as their children are safe and happy in the childminder's home. They add that their children make good progress at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her roles and responsibilities in relation to safeguarding. She is aware of an array of signs and symptoms that may indicate a child is at risk of harm. This includes safeguarding issues such as female genital mutilation. The childminder is fully aware of what local procedures are in place. This means she is confident to report concerns about a child in her care. The childminder holds relevant paediatric first-aid training. She is aware of the action to take in case of a medical emergency. She continually carries out risk assessments of her environments and trips to promote children's safety and welfare.

What does the setting need to do to improve?

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

- provide even more opportunities for children to learn about other cultures and traditions to further support their understanding of diversity and the world around them.

Setting details

Unique reference number	EY227558
Local authority	Warwickshire
Inspection number	10234651
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 9
Total number of places	6
Number of children on roll	12
Date of previous inspection	9 November 2016

Information about this early years setting

The childminder registered in 2002 and lives in Rugby. Sessions run from 7.30am to 5.30pm from Monday to Thursday, and from 7.30am to 5pm on Fridays, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Sophie Van Harten

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 and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the interactions between the childminder and children.
- 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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