

Childminder report

Inspection date: 23 January 2024

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

The childminder's home is warm and welcoming. She focuses on building secure relationships with children from the start. The childminder gathers lots of information from parents about their child and uses this to provide activities that interest them and that they enjoy. As a result, children settle well. The childminder is a positive role model. She encourages children to use their manners and to share and take turns as they play. The childminder recognises children's efforts and achievements and praises them. This builds their confidence and self-esteem. Children show through their behaviour that they feel safe and secure in the childminder's care.

The childminder displays resources attractively, which captures children's attention and sparks their curiosity. Her home environment is relaxed. Children follow their interests and choose from a variety of resources. For example, they spend time caring for the dolls, pretending to feed them after preparing food in the play kitchen. They seek help to wrap the dolls in blankets and give them lots of cuddles, especially when giving them their bottle. The childminder encourages children to recognise the colour of the large soft-play blocks they climb on. Children confidently choose rectangles and squares and place them on top of each other as they work together to make a tower that is bigger than the childminder. They try placing various soft-play pieces on top of each other to make their tower, including cylindrical shapes, but they fall off. The childminder explains to children the reason they cannot balance anything on them is because they have a curved edge and encourages children to try blocks that have straight edges. She encourages children's awareness of mathematical concepts, such as which block is bigger or smaller.

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

- The childminder is passionate about the care she provides for children and their families. She has a good understanding of what she wants children to learn and how she aims to support them. The childminder evaluates the activities and learning opportunities she provides. This enables her to ensure children gain the most from the activities. While the childminder recognises the benefits of continual professional development, she has not been successful in identifying and accessing training to build her knowledge even further.
- The childminder broadens children's experiences outside of the home to enhance learning further. For example, she takes the children to a garden centre to look at the plants and animals there. She shares her planning with parents and keeps them informed about their child's progress and achievements. However, routines for encouraging parents to share their own observations of their child's learning at home are not yet established.

- The childminder places great emphasis on supporting children's language and communication skills. She takes time to listen to what children have to say, giving them time to finish what they want to say. The childminder repeats words clearly so that children learn to pronounce words correctly. She responds to the youngest children's babble and introduces simple words to them.
- Children benefit from a wide variety of fresh foods and snacks each day. They understand the importance of washing their hands before they eat and after using the bathroom. The childminder is mindful of children's individual dietary needs and preferences. She works closely with parents to support their children through the weaning process. Children rest and sleep as they need to. Their individual care needs are met well throughout the day.
- Parents are very happy with the service the childminder provides and sing her praises. They feel that their children are thriving in her care and that she keeps their children safe. Parents welcome the fact that the childminder shares relevant information from the Public Health department, for example about the current measles outbreak.
- Children enjoy spending time outside being active. They spend lots of time in the garden building their physical skills. They particularly like using the climbing frame, which helps support their large-muscle skills. Children help to feed the fish in the pond. They use small tools to plant seeds and observe how they grow. They have successfully grown herbs, carrots, peppers and tomatoes, which they then eat.
- Children's love of books is nurtured, and they enthusiastically join in when listening to their favourite stories. The childminder is animated as she reads to the children. They in turn huddle around her to ensure they can see the pictures and be involved. Children particularly enjoy listening to 'Hello Pepi Nana' and recognise the characters and what is going to happen next.

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:

- consider ways of encouraging parents to share their own observations of their children to help inform planning
- develop routines for identifying professional development opportunities to further build knowledge and skills.

Setting details

Unique reference number	EY243251
Local authority	Warwickshire
Inspection number	10317449
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 May 2018

Information about this early years setting

The childminder registered in 2002 and lives in Coleshill, Warwickshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Tracey Boland

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years curriculum.
- Children spoke to and engaged with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their written views on the setting with the inspector.
- 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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