

Childminder report

Inspection date: 10 October 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, thriving and settled. The childminder provides a warm and friendly environment for children. Children enjoy playing games together with the childminder, such as making funny sounds or faces. Children giggle in pure delight at the responses the childminder makes. They explore the room with determination as they concentrate on placing the piece of wooden bread in the play toaster. Children lead their own learning and choose where and what they want to play with. For instance, children indicate what they want next and enjoy selecting their choice of car to roll along the floor.

The childminder provides children with a range of opportunities to explore their community. They visit local places such as parks or the lakes to feed the ducks. Children have first-hand experiences to build on their knowledge and understanding. For example, they visit the supermarket to buy foods they may not have at home, such as different types of fruit. This gives children real-life experiences that widen their understanding of the world around them.

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

- Children make good progress from their starting points. The childminder uses assessments and observations to gather what children know and can do. She identifies activities for children to develop their next steps and close the gap in learning.
- The childminder works in partnership with parents to ensure children can continue their learning at home. She shares information with parents and provides different activity ideas. The childminder works with other settings children may attend to share children's current learning. This ensures children have a rounded approach to their learning.
- Parents share positive feedback about the care and attention the childminder provides. They feel at ease when leaving their children in the childminder's care. Parents comment how much the children value having the childminder in their lives.
- The childminder attends mandatory training to build on her knowledge of safeguarding and paediatric first aid. However, she has yet to explore other training opportunities to enrich her own professional development and to further build on her teaching practice to the highest possible level.
- The childminder promotes children's independence. She encourages them to dress themselves. For instance, younger children will try putting their wellington boots on to go out into the garden. Children excitedly use the cloth to wipe their hands and tray after their meal. However, the childminder is not consistent with ensuring that children carry out handwashing routines. This does not help children to build an understanding of the importance of keeping themselves

healthy with handwashing.

- The childminder ensures that children are ready for their next transition. She talks to the children about what is going to happen to ensure they are ready to start school. She shares stories about emotions to support children's understanding of them. This helps children to become emotionally resilient.
- Children experiment with ice and discover how adding different ingredients can change its form. They talk about which ingredient works best when adding hot water or salt to melt the ice and free what is inside. This develops children's problem-solving skills.
- The childminder is a good role model, and she talks passionately about what she wants for the children in her care. Children behave well and listen to her instructions to keep themselves safe when playing. She offers praise to children when they achieve their goal. This helps to build children's confidence.
- Children learn about different cultural celebrations from their own religion and from other religions that people may celebrate. This helps children to learn about equality and diversity and respecting differences.
- Children sit and listen to stories together. The children become excited as they choose which book they want from the selection. They recognise familiar characters from the stories. The childminder builds on children's vocabulary by introducing new words.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that a child may be at risk of harm. She knows the reporting procedures if there is an allegation against a household member and if she has concerns about a child's safety and welfare. The childminder carries out risk assessments of the home and ensures that places where children play remain safe. Children learn how to keep themselves safe when going out of the home on visits. She supports them with crossing the road safely. The home is safe and secure.

What does the setting need to do to improve?

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

- provide consistency in handwashing routines to support all children to understand the importance of being healthy
- enhance the use of training to further build on teaching practice to raise this to the highest possible level.

Setting details

Unique reference number	EY249058
Local authority	Warwickshire
Inspection number	10234694
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	1 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 January 2017

Information about this early years setting

The childminder registered in 2003 and lives in the Rugby area of Warwickshire. The childminder operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Katherine Wilson

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 showed the inspector the premises 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 early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector carried out an observation and discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector looked at several parents' feedback during the inspection and took account of their views.
- 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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