

Childminder report

Inspection date:

27 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children demonstrate confidence, joy and independence in the childminder's home. They happily engage in relevant conversations with their peers, the childminder and the inspector. Children listen keenly to stories and retell them with great enthusiasm. Older children are ready for their next step in education. For example, they articulate their needs, count securely beyond 10 and demonstrate good skills while being physically active indoors and outdoors.

The childminder's curriculum is clear and compelling and is prioritised well. The planned activities support children's development in all areas of learning. Children benefit from many sensory and messy activities that support their natural curiosity and exploration impulses. Children learn about autumn spices, and they mix various textures and materials independently. They use their good handling skills effectively when rolling and stretching play dough. Children independently steer their learning. For example, some children hide autumn treasures in play dough, some make cookies with spices, and some make a mini sandpit using cinnamon and use tiny spoons to scoop it up.

The childminder uses visual cues to introduce autumn terminology, such as autumn colours, woodland animals and tree seeds. The learning is differentiated according to children's ages and stages of their development. Older children independently cut and thread strings through beads, while younger children enjoy messy play, shaking small jars and tiny spoons.

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

- The childminder creates and balances her curriculum well. She gathers information from parents and her daily observations to establish children's clear starting points. This ensures a true reflection of children's abilities and helps to establish what they need to learn next. Children make good progress in their learning and development.
- Children develop fine language skills, using a rich bank of vocabulary. They communicate with confidence. For example, children use words such as 'tickly' and 'zigzag snake'. Older children can write their names with confidence.
- The childminder creates a relaxed atmosphere during mealtimes. Children benefit from purposeful conversations about the importance of healthy food for their well-being. Children enjoy their friends' company and display excellent table manners. The younger children are safely secured in chairs during mealtimes.
- The childminder engages children in story sessions with great enthusiasm. Children happily answer the childminder's questions and predict how the story might end. The childminder draws children's attention by changing her

intonation and pointing at the pictures, making the story interactive.

- The childminder supports children in recognising their own physical needs. She provides children with a good level of privacy when they attend to their personal hygiene routines. However, at times, the childminder does not fully support children in managing and understanding their emotions.
- The childminder sparks children's curiosity through the use of multi-sensory activities. For example, she provides various textures for children to explore freely. However, at times, she does not fully identify that young children struggle to access the resources provided due to the lack of space.
- The partnership with parents is effective. Parents compliment the childminder's hard work and say that she listens to their needs. They feel that their children are safe and well looked after. Parents say that they are informed about children's progress and feel confident asking questions if they need any clarification. This helps children to settle well in the childminder's home and improve their confidence and independence skills over time.
- The childminder identifies effectively what she needs to improve, to further advance the provision she offers. She recognises the impact that the COVID-19 pandemic has had on children's social interactions and communication. For example, she recently attended training on how to support children's literacy and communication skills, to enhance her practice.
- The childminder demonstrates a working knowledge of policies and procedures. She regularly encourages parents to evaluate her practice and make suggestions to further improve her service for children and parents.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly attends relevant safeguarding training to update her knowledge of how to identify when a child might be at risk of harm. She demonstrates a good understanding of her role in safeguarding children, including the responsibility to report her concerns to the safeguarding partnership board. She understands her statutory duty to promote the 'Prevent' duty effectively and feels strongly about teaching children manners and essential values. The childminder conducts safety checks of her house and ensures children are supervised indoors and outdoors at all times. Children demonstrate knowledge of how to keep themselves safe. They often check with the childminder if specific play resources are safe to share with younger children.

What does the setting need to do to improve?

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

- develop further ways of supporting young children in managing their feelings and emotions

- improve the learning environment further to ensure all children can access resources during group activities.

Setting details

Unique reference number	EY253112
Local authority	Warwickshire
Inspection number	10234700
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 November 2016

Information about this early years setting

The childminder registered in 2003 and lives in Exhall, Coventry. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anna Makowska

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.
- The childminder and the inspector conducted a joint observation of a group activity.
- 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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