

# Childminder report

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Inspection date: 6 October 2022

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

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

### The provision is good

Children are highly content in the childminder's home. They readily approach the childminder for cuddles during the day. The childminder responds to children with a big smile and warmth. She is affectionate, and children effectively form bonds with her. Many children are with the childminder from a young age until they move to school. The childminder promotes children's confidence and well-being to help prepare them for their move to school. She carries out regular assessments and observations of children to ensure children make good progress in all areas of learning.

The childminder promotes children's positive behaviour effectively. For example, she sets out rules and expectations before children go to the garden. This helps children to understand rules and boundaries that keep them safe while playing outdoors. Children have excellent manners and make friendships with their peers. They are caring and supportive towards each other. For example, when children get ready to go outside, most-able children offer their support to others, asking, 'Would you like me to help you to put your shoes on?' The childminder praises the children's efforts meaningfully and explains what they have achieved to the children. This allows children to recognise their own effort and improve their self-esteem.

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

- The childminder plans for children's learning well. She establishes clear starting points through observations and builds on children's knowledge based on their interests and abilities. She believes children's teaching should be conducted through play and stimulating activities that provide opportunities for independent enquiries.
- The childminder provides a rich literacy environment with a wide variety of books and puppets. Children know many books and stories by heart. They show their love of books by constantly bringing books and asking the childminder to read to them. The childminder emphasises and sounds out the initial letters of words to improve children's understanding of phonics. She uses changes in intonation to draw children's attention and spark their interest during reading. Children are skilful communicators, asking questions and offering comments on the behaviour of characters in stories.
- The childminder creates a relaxed atmosphere for children that encourages independent learning and free exploration. The learning environment is organised and clean. The resources are age-appropriate and displayed on children's levels. However, at times, background music with nursery rhymes distracts children listening to the stories being read by the childminder.
- The childminder provides opportunities for all children to explore with their

senses. For example, during a messy activity with jelly, children are fascinated by squashing, stirring and scooping up the jelly. They excitedly look for pretend spiders in the jelly while developing their physical skills. Children use their mathematical skills to count the spiders and recognise numbers, while young children enjoy tasting the jelly and exploring its texture. However, sometimes, the childminder does not plan sufficient time to allow children to continue with their learning and exploration of the resources.

- The childminder introduces many poems and traditional English rhymes during children's play to reinforce new vocabulary and develop children's understanding of language structures. Children are engrossed in their exploration and show a can-do attitude to overcome problems. For example, when children's hands stick to a play table, children excitedly shout, 'We can pull ourselves out!'
- The childminder respects children's individuality and encourages children to respect each other's choices. There is a strong emphasis on sharing and using good manners. Children gain an understanding of sharing and cooperation to keep play going.
- Partnership with parents is effective. The childminder sends regular questionnaires to parents to monitor and evaluate the service she offers. Parents compliment the childminder for the amazing care their children receive. They feel informed about their children's progress and praise her efforts in advancing children's educational milestones.
- The childminder attends regular training to update her knowledge and skills to ensure she is able to provide a good-quality education with inspiring activities for children to enjoy. She has a working knowledge of the policies and procedures that govern her practice. For example, the childminder regularly conducts fire drills and demonstrates to children how to keep themselves safe in the unlikely event of a fire.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with any changes to local authorities' safeguarding policies. She regularly attends safeguarding refresher training to ensure she can recognise all possible signs that a child might be at risk of harm. The childminder demonstrates extensive knowledge of children at risk of physical and emotional neglect. She fully understands her duty to implement values of respect and tolerance to prevent children from being drawn into criminal activities in the future. The childminder conducts regular checks of her home to ensure children are safe. Safety gates are installed in places leading to stairs and the kitchen to prevent children from having unsupervised access to potentially hazardous circumstances.

## What does the setting need to do to improve?

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

- focus more on the learning environment to ensure unnecessary noise does not distract children's learning
- further develop ways to allow children more time to explore activities they show an interest in.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY267628                                                                          |
| <b>Local authority</b>                             | Warwickshire                                                                      |
| <b>Inspection number</b>                           | 10116047                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 5                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 4 August 2015                                                                     |

## Information about this early years setting

The childminder registered in 2003 and lives in Wellesbourne, Warwickshire. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds 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 provider's first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning and discussed the children's progress.
- The inspector spoke to children and gathered their views of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents and carers shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation.

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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