

Childminder report

Inspection date: 20 July 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are secure and well settled. They are pleased to see their friends and have an extremely loving and warm relationship with the childminder. Children develop really competent self-care skills. The childminder effectively supports younger children with their personal care routines. Older children wash their hands independently and are fascinated by the bubbles that the soap makes. They understand that the soap is washing away the germs.

Children benefit greatly from activities outdoors in an interesting and stimulating play space. Gross-motor skills are really well promoted. For example, children have the opportunity to access sand play on a large scale with a range of tools and equipment. They also develop their climbing and balancing skills as they engage in imaginative games on a large pirate ship structure. Children are curious and inspired to lead their own learning. They show great delight in exploring a water wall, using moving water to send sea creatures down the chutes into a bucket.

Children behave well, they cooperate with their peers, share resources and take turns. Children enjoy each other's company and engage well in role play. For example, children initiate and lead a game using the medical kit. They take turns in 'making each other better' and also use dolls to extend their game.

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

- The childminder leads and manages her service well. She offers a clear and ambitious curriculum that supports children to reach their potential. She plans themes and topics based on children's interests and provides a range of activities and learning experiences that meet children's unique needs. The childminder demonstrates an ongoing commitment to her own professional development and accesses relevant training that supports her practice.
- Children have access to a range of high-quality books and they engage in singing and dancing with the childminder. The childminder engages in playful interaction and conversation with the children, however, on occasion, children do not hear the correct pronunciation of language as the childminder does not consistently model the correct language back to children when they mispronounce particular words.
- Children develop their understanding of the importance of a healthy lifestyle. The childminder provides them with a healthy snack and ensures they eat their savoury items first from their packed lunch. She helps children to understand about how particular foods support their healthy development. For example, she explains to the children that cheese contributes to the healthy growth of their bones. Children also learn about the importance of caring for their teeth. They eagerly engage in role play using a dental play set. They delight in using the

mirror to look at the teeth and pretend to use the drill and pliers. The childminder appropriately narrates children's play and demonstrates to them how to use the dental equipment correctly to remove the teeth.

- The childminder effectively supports children's mathematical development. She skilfully weaves mathematical language into children's play. For example, she uses the language of empty, half full and full when supporting children to build a sand castle. Older children benefit from a game which engages them in counting bananas into the monkey's mouth. However, during larger group activities, the childminder does not adjust her teaching as well as possible to fully engage younger children. This means that on occasions younger children's learning is not fully supported.
- Children develop an appreciation and understanding of the world around them. They are involved in planting and watering sunflowers and experience awe and wonder as they observe the life cycle of real caterpillars. They show delight as the butterflies are released and enjoy pointing out other butterflies that visit the 'butterfly bush' in the childminder's garden.
- The childminder encourages children to make choices about the toys and resources they play with. For example, children each choose a book that they want to share in a small group.
- Parents are extremely pleased with the service their children receive. They comment on the flexibility, the nurturing environment that is provided and the loving relationship that the childminder has developed with the children. The childminder communicates effectively with parents, which ensures they are well informed about their child's day and the progress they are making.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being is a high priority for the childminder. She encourages the children to keep themselves safe by developing their understanding of risk within their play and ensures close supervision at all times. The childminder is committed to updating and extending her knowledge of safeguarding and child protection. She attends regular, relevant training and ensures she receives updates from the local authority. The childminder understands the risks to children and has a clear commitment to her role in protecting them from harm.

What does the setting need to do to improve?

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

- review teaching of group activities to identify how to adapt activities to meet children's individual needs more precisely
- enhance opportunities for children to consistently hear the correct pronunciation of words to further support their language development.

Setting details

Unique reference number	EY276558
Local authority	Warwickshire
Inspection number	10116057
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 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	18 February 2015

Information about this early years setting

The childminder registered in 2004. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- This was the first routine inspection the provider received 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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of 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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