

Childminder report

Inspection date: 6 March 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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

The curriculum intent is unique to individual children's needs and development. The childminder observes children and plans purposeful activities to help them to progress. For example, she gives them the opportunity to choose a dominant hand when mark making, and plans activities to strengthen their fine motor skills. The childminder encourages children of all ages to do things for themselves and manage their own emotions. As a result, children's behaviour is outstanding.

The childminder encourages children to lead their own routines. Consequently, children are extremely motivated, and they demonstrate a strong thirst for knowledge. For instance, they ask age-appropriate questions to further explore the illustrations seen in a book. Children willingly voice their views and ideas to create social situations and spontaneously make up songs to promote the routine. Their happiness is evident. They feel safe and secure.

Children develop strong literacy and social skills. For instance, the childminder provides them with a wealth of opportunities to explore story books independently and within a group. Older children become quickly engrossed in the stories they select. Younger children say 'the end' as they close one book and confidently select another. This demonstrates a love for reading.

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

- The childminder continuously reflects on her own practice to help children to develop strong communication and language skills. She supports children to express themselves and develop empathy for others. For example, they talk about their emotions and how actions can impact others. This promotes mutual respect and an understanding of how others may feel. As a result, children are extremely patient and courteous towards one another.
- The childminder's interactions have a positive impact on children's learning and engagement. For example, she asks children thought-provoking questions, which encourage them to take part in deep and meaningful conversations about their prior experiences and knowledge. The childminder talks clearly to children and repeats new language to strengthen their vocabulary growth.
- There are some opportunities for children to explore mathematical concepts. For example, the childminder purposefully places numbers into the small-world area to promote children's understanding of number recognition. However, she does not always identify opportunities during spontaneous play to enhance teaching even further within this area. This limits how much children hear and practise mathematical vocabulary and concepts.
- Children have a wealth of opportunities to develop their self-help skills. As a result, they are highly independent, and they enjoy doing things for themselves.

For example, children enthusiastically help the childminder to put away activities. They each have a pan and brush and they work together to clean up. Children spontaneously celebrate their efforts as they dance around the room saying, 'we did it'. This shows that children are confident, self-assured learners.

- The childminder has an excellent understanding of risk management. She has thoroughly risk assessed the environment and supports children to understand those risks to keep themselves safe. For instance, children learn to safely walk up the stairs by holding onto the handrail. Excellent hygiene routines are in place to reinforce healthy messages to children about handwashing and prevent cross-contamination.
- The childminder establishes positive relationships with school teachers when children attend more than one setting. She ensures that information about children's progress is shared to promote continuity in their learning. Parents and carers are very happy with the care that their children receive. They positively acknowledge how the childminder 'mirrors' what children are learning at school.
- The childminder regularly attends training to ensure that the setting continues to improve. For instance, she recently attended specific training to develop her knowledge of special educational needs and/or disabilities to ensure that she can meet the needs of all children who may attend. Additionally, the childminder participates in network meetings with the local authority and other childminders to keep her knowledge up to date.

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:

- continue to reflect on practice to identify where teaching can be enhanced even further and help children to hear and practise more mathematical vocabulary and concepts.

Setting details

Unique reference number	EY276581
Local authority	Warwickshire
Inspection number	10312221
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	24 April 2018

Information about this early years setting

The childminder registered in 2003 and lives in Tamworth, Staffordshire. She offers childcare all year round from 7.30am to 5pm, Monday to Thursday. The childminder holds an early years qualification at level 3. She is eligible to receive funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

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 inspector observed the interactions between the childminder and children throughout the visit.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The childminder and inspector discussed the curriculum intent, how it had been implemented, and the impact on children's learning.
- Parents and carers shared their views of the setting with the inspector.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024