

Childminder report

Inspection date: 21 April 2023

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 safe and comfortable in this cosy, exciting learning environment. They are busy and motivated as they access stimulating activities. Children smile happily as they engage in active songs and rhymes. They have surges of energy when the music begins. They dance, copy actions and engage with each other. Children show an interest in books. They select stories and information books to share. Children sit next to the childminder and have warm interactions as they look at books. Children are creating a strong bond with each other. For example, they select a book that helps them to begin to recognise and explore differences and similarities between themselves and others.

Children behave well. They are developing their ability to self-regulate their feelings, emotions and behaviour. Children demonstrate respect for each other. For example, they patiently wait for each other to finish their food before leaving the table. Older children offer comfort to younger children. For example, they find a tissue for children who are crying and offer to hold their hands. Children are developing their understanding of sharing. With support, they are beginning to take turns in their play. This helps them to develop good personal, social and emotional skills.

Children learn to do things for themselves. They are developing their ability to tidy up resources, put coats and shoes on and wash their hands. Children smile as they receive praise from the childminder, building their confidence and self-esteem.

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

- The childminder understands what children need to learn during their time in her setting. Her curriculum is ambitious and well thought through. She is clear about her curriculum outcomes and her role in supporting children to be ready for their next stage of learning. The childminder has a good understanding of how to support children to learn. She spends time getting to know the children and identifies gaps in their learning. The activities and experiences the childminder provides support children to swiftly close these gaps. Consequently, children make good progress.
- The childminder's approach and some of the strategies she uses encourage good communication and language development. Children hear lots of new words and build their vocabulary. However, at times, the childminder does not provide children with enough opportunities to develop their communication skills even further and respond to questions.
- The childminder has high expectations of the children. Children demonstrate a positive outlook towards learning. They are happy to engage in both adult- and child-initiated learning. Children display high levels of attention and involvement

in activities. For example, they are developing their ability to recognise colours and shapes. In the role-play area, the childminder provides colourful pasta for children to explore and sort into primary colours. Children spend time organising the pasta onto different plates and sustain the activity for a long time.

- The childminder promotes healthy lifestyles. She encourages children to eat healthily. She provides healthy snacks and fresh water. The childminder helps children to develop good oral hygiene practice. For example, she talks to them about brushing their teeth twice a day and models effective toothbrushing. The childminder further supports children's good health as she provides them with opportunities to access outdoor play every day.
- Partnerships with parents are strong. Before children start, the childminder meets with parents to talk about the children. She gathers information about their care and education needs, including information about any other settings they attend. The childminder makes effective use of this information to identify starting point assessments and build the children's curriculum. She collaborates with parents to find out the appropriate next steps for children and supports them to continue the learning at home. For example, she shares useful tips and advice to support children with toilet training.
- Parents are very positive about the care and education that the childminder provides. They appreciate the level of back-and-forth communication they have with her. For example, the childminder regularly sends parents photos along with information on their child's development. The childminder works hard to build relationships with the children. They quickly establish strong bonds with her. Parents notice this and are very happy with the progress their children are making.
- The childminder is very reflective. She reviews her own practice. The childminder and her assistants regularly take time together to evaluate the quality of the activities and overall provision. The childminder uses her evaluations to identify priorities for the setting, and she strives for further improvement. For example, the childminder highlights that she wants to further extend the outdoor learning environment at her setting so it is even better for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses all the training she needs to help her understand the signs and symptoms that might indicate that a child is at risk of abuse. She knows the process for reporting concerns about children's welfare and potential allegations made about her practice. The setting is clean and hygienic. The childminder uses daily risk assessments to help keep children safe from harm. The setting 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 even more opportunities for children to develop their communication and language skills and respond to questions.

Setting details

Unique reference number	EY316148
Local authority	Warwickshire
Inspection number	10280083
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	14 September 2017

Information about this early years setting

The childminder registered in 2005 and is located in Nuneaton, Warwickshire. She operates Monday to Friday, from 6am until 6pm, all year round, except for bank holidays and family holidays. The childminder has a level 3 qualification. The childminder works with an assistant.

Information about this inspection

Inspector

Vicki Abraham

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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Parents shared their views of the setting with the inspector.

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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