

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

The provision is good

Children are happy and contented in the childminder's home. They form close relationships with the childminder, who is warm and attentive towards them. Children go to her for cuddles and reassurance, which she gives in abundance. This helps children to feel safe and secure in her care. Children confidently select from the varied range of resources that are easily accessible to them, such as textured balls, mark-making tools and a range of vehicles. Younger children especially enjoy using the arm of the sofa as a ramp to roll their cars and trucks down. They giggle with excitement as the vehicles pick up speed and land at the bottom.

Older children enjoy looking at books independently. They are keen to share with the childminder what is happening in the pictures. Children identify key characters in a popular story about animals in the woods. They eagerly collect props of stuffed toys to represent the animals in the book, such as an owl.

Children behave very well. They use their good listening skills and respond positively to the childminder. Children are eager to help tidy away toys. They show increasing problem-solving skills when they sort items in order of size to fit into the box. Children gain the skills and knowledge they need in preparation for their next stages in learning.

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

- The childminder has a sound knowledge of child development and a curriculum which clearly shows the sequence of learning that children need to progress in their learning. She uses information gained from parents when children first start to build on what children already know and can do. The childminder plans an exciting range of activities in line with what she knows children are interested in and enjoy. She uses these opportunities to include the learning that each child needs to increase their knowledge and practise their skills.
- The childminder promotes communication and language well. She is skilled to adapt her teaching in line with each child's level of understanding. She uses timely open questions during conversations and provides ample time for children to think and make their responses.
- Children enjoy taking part in activities with the childminder. She skilfully engages children in well-known stories. For example, she introduces props of bowls and spoons of different sizes to help to include new vocabulary for children to use. All children show high levels of attention during the story, including babies, who enjoy stirring imaginary porridge in their bowl. Older children are keen to count how many bowls and use their new words to describe the sizes of the bowls. This helps to build children's knowledge of early mathematical concepts.
- Children are caring towards each other. They are kind and regularly give toys to

younger children to include them in their play. For example, children role play being at the vet's and give each other stuffed animals to play with and cuddle. They are keen to involve the childminder and make sure she also has a toy. Children show care and concern for others when they are upset.

- The childminder provides children with a range of mark-making opportunities, for example magic marker boards and stampers. Children take turns to make their marks and closely follow the childminder's instructions to slide the button across to see what happens. They gasp with excitement when their marks disappear.
- The childminder promotes independence well. Children wash their own hands and face before and after meals. They competently feed themselves and enjoy chatting with the childminder at snack time.
- The childminder takes children out regularly in the community. They use the local library and join in stay-and-play sessions, where they spend time with larger groups of children. This helps to increase children's confidence as they form friendships with other children they see regularly outside the setting.
- The childminder provides opportunities for children to learn about other cultures in our communities, through celebrating festivals, tasting foods, stories and library displays. Children also learn about the varied abilities and support that others may need. However, she has not yet extended this teaching to help children to understand how diverse families can be.
- Parents speak highly of the childminder. They say they are happy with the progress their children make. Parents value the detailed feedback and written information they receive about their children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to ensure that children are effectively protected from harm. She has a sound knowledge of signs and symptoms, which indicate a child may be at risk of abuse. The childminder knows the local procedures to report concerns about the welfare of a child. This includes in the event that an allegation is made against the childminder or any other adult in a position of trust. The childminder keeps her knowledge of child protection matters up to date through a programme of training and webinars. She makes routine checks in her home to ensure that it is safe for children to attend.

What does the setting need to do to improve?

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

- build on the already good teaching of similarities and differences to include the diverse range of families in our communities.

Setting details

Unique reference number	EY330776
Local authority	Warwickshire
Inspection number	10219722
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 August 2016

Information about this early years setting

The childminder registered in 2006 and lives in Rugby. She operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate level 3 qualification. She provides funded early education for two- and four-year-old children.

Information about this inspection

Inspector
Suzanne Taylor

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 this into account in their evaluation of the provider.
- The childminder and inspector completed learning walk discussions together to find out the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector took account of the views of parents from the written information provided.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of adults living in the home.

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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