

Childminder report

Inspection date: 12 January 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

The childminder warmly welcomes children into her home. They are happy to separate from their parents, and are keen to get involved in the experiences on offer. Children enjoy spending time with their peers, and making choices about their play. The childminder plans many opportunities for children to learn about their local community. They visit the local library, attend celebrations at places of worship, and participate in fundraising music events with a local charity. The childminder involves parents in these events, ensuring they have the opportunity to enjoy experiences alongside their children.

The childminder and her assistant ensure children develop a good understanding of their own hygiene needs. They talk to the children about why they need to wash their hands before eating, and support them to use a good technique. Children use the bathroom independently, and their dignity and privacy are respected. Care routines maximise opportunities for one-to-one communication and effective eye contact, creating feelings of connection and belonging between the childminder and children. Children are clear about the structure of the routine, and this contributes to their feelings of security and emotional well-being. Older children remind toddlers about what is happening next, and are keen to tell the inspector what is expected of them at lunchtime.

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

- The childminder supports her assistant effectively. She ensures her assistant attends regular training, and offers helpful and constructive feedback to drive improvement across the setting. The childminder, her co-childminder and their assistants work well as a team. Communication is clear, and they identify areas of strength to provide a high-quality service to children.
- The childminder and her assistant observe the children effectively and share this information regularly with parents, in order to ensure children's next steps are clear. Careful assessment of learning contributes to the prompt identification of any gaps in provision. The childminder has high expectations of children and, as a result of this, they all make good progress across the seven areas of learning.
- Children's communication and language is supported well. The childminder and her assistant are positive role models. For example, they take turns in conversation and ensure children have time to process their thoughts and respond to interactions. This helps children to develop as confident communicators who are keen to share their thoughts and ideas.
- Toddlers engage in small group time as the childminder's assistant skilfully uses a puppet to lead a story. Children develop their listening and attention skills and they enthusiastically participate in the story. However, babies are not yet able to meaningfully engage in this type of experience and become frustrated while

sitting in low-level chairs, which prevent them from moving about freely if they want to.

- Mathematical learning is appropriately woven in across the provision. Simple addition is used for children to count items and add one more. The childminder and her assistant skilfully adjust their teaching to meet children's individual needs. They have a clear idea of children's development and their interactions accurately reflect this.
- Children behave well. They are supported by the childminder's extremely clear expectations. Consistent and gentle reminders of table manners support children in making the right choices. The childminder engages children in conversation and encourages them to reflect on how they are behaving, which enables them to respond positively.
- The childminder has positive working relationships with external support organisations and agencies. She promptly identifies any concerns about children's development, and rapidly implements effective intervention to support children with special educational needs and/or disabilities (SEND) to reach their potential and achieve the best possible outcomes.
- Children benefit from regular outdoor provision. The childminder's assistant actively engages children in energetic physical play. They delight in throwing and kicking balls, using scooters and skilfully run at speed, avoiding obstacles. Children play cooperatively, and negotiate their roles in rocking the see-saw and pushing the shopping trolley. They joyfully play with water that is squirted from the hose as they try to catch it in a variety of containers.
- Parents are positive about the relationships that their children develop with the childminder and her assistant. They comment on the family friendly atmosphere across the provision, and the careful attention that the childminder and her assistants pay to children's individual needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant attend regular training to ensure their knowledge and understanding of safeguarding is updated. The childminder is the designated safeguarding lead and she takes responsibility for developing and updating a range of policies and procedures to keep children safe from harm. She has a clear understanding of her role, and the action she would need to take if she had a concern about a child, or if an allegation was made against her or a member of her team. The childminder ensures that safeguarding is a regular part of staff meetings where knowledge can be refreshed to reflect any changes.

What does the setting need to do to improve?

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

- review the routines of the day and adjust planning, to more accurately meet the needs of the youngest children during small group time.

Setting details

Unique reference number	EY340625
Local authority	Warwickshire
Inspection number	10235044
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	0 to 8
Total number of places	12
Number of children on roll	17
Date of previous inspection	9 January 2017

Information about this early years setting

The childminder was registered in 2006 and lives in Leamington Spa, Warwickshire. The childminder has a relevant childcare qualification at level 3. She works with a co-childminder who holds a relevant qualification at level 6, and two assistants, one of whom has a relevant childcare qualification at level 3, and the other who has a relevant qualification at level 2. The setting operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and planned holidays. The setting provides funded early education for two-, three- and four-year-old children and supports those who speak English as an additional language.

Information about this inspection

Inspector
Lisa Gadsby

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 completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to those working with the children at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector carried out a joint observation as children were settled down for a rest.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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