

Childminder report

Inspection date:

7 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

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 childminder is passionate about the quality of care she provides. She is keen to provide children with a home-from-home, family environment where children feel happy, safe and confident. Children behave well and enjoy each other's company. Older children are kind and patient with younger ones, encouraging them to join in their play. Children share well and happily take turns. The childminder attends to children's care needs well. For example, she is quick to recognise when children may be hungry or tired and responds promptly. The childminder has high expectations of what children can achieve. She plans challenging activities and makes good use of opportunities to promote children's mathematical skills. Children enjoy listening to stories read by the childminder. They enjoy retelling the story using the props that the childminder has provided. The childminder focuses on promoting young children's and babies' early language skills. For instance, she encourages young children to use simple words in context. She consistently acknowledges babies' babbles. This helps them to learn the pattern of conversation. Children demonstrate good independence. They are starting to put on their own coats. Babies happily feed themselves. Overall, children develop a positive attitude towards learning.

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

- The environment is secure, clean and tidy. The childminder places a strong emphasis on children's safety. For example, she carries out daily checks of her premises to remove any hazards and supervises children well.
- The childminder eagerly incorporates regular outings into her curriculum. She recognises the benefits that these experiences can offer to children. For instance, she takes the children to local toddler groups. Children interact with others who are the same age, which helps to develop their social skills.
- Children's behaviour is managed well. Children listen, respond to instructions and are respectful and polite.
- The childminder helps children to feel valued in many ways. For example, she displays their work prominently in her home, demonstrating the skills they have used. This helps to support children's developing self-esteem and sense of belonging.
- The childminder knows the children well and makes accurate assessments of their learning. This helps her to plan challenging and interesting experiences that focus on what children need to learn next.
- There are effective communication channels in place to exchange information about children's next steps with parents and other early years professionals. This helps to foster good continuity of children's learning.
- A strong focus is placed on promoting children's language skills. The childminder praises children as they repeat new words, such as 'medium', when they

describe different-sized furniture as they retell a favourite story. However, she does not always support children to pronounce words correctly. She acknowledges babies' gestures and babbles, which helps them to understand that their sounds are important.

- The childminder uses her good teaching skills to help consolidate and extend children's learning as she enthusiastically joins in their play. For example, she encourages children to count and recognise numbers as they enjoy sensory play. However, at times, the childminder does not always make the best use of opportunities to develop children's critical thinking skills. For example, sometimes, she answers her own questions or asks further questions before giving children time to respond and develop their thinking skills further.
- The childminder teaches children about different lifestyles and cultures. One of the ways she does this is by celebrating festivals such as Diwali.
- Children are supported well to develop their independence in readiness for school. For example, they are able to attend to their own toileting needs and wash their own hands.
- The childminder is a reflective practitioner who maintains ongoing professional development. For example, she makes good use of personal online research and training opportunities. This has a very good impact on the learning experiences she offers children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge of the signs and symptoms of abuse and neglect. She knows how to make a referral to the relevant agencies in the event of a concern about a child's welfare. She has an up-to-date knowledge and understanding of the wider safeguarding issues. For example, she knows how to identify and respond to concerns relating to children at possible risk of radicalisation and extremist behaviours. The childminder knows what action to take in the event of an allegation being made against her.

What does the setting need to do to improve?

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

- demonstrate to children how to consistently pronounce words correctly
- allow children enough time to think and formulate their responses to questions during play and discussions.

Setting details

Unique reference number	EY357707
Local authority	Warwickshire
Inspection number	10069867
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	23 October 2014

Information about this early years setting

The childminder registered in 2007. She lives in the Wood End area of Atherstone in Warwickshire. She operates Monday to Friday, from 7.30 to 6pm all year round, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector and childminder completed a learning walk of the parts of the home the childminder uses for childminding and discussed how the curriculum is organised.
- The inspector observed activities and reviewed the childminder's quality of teaching. She held discussions with the childminder about children's learning and how she reflects on the quality of her service.
- The inspector looked at relevant documentation, such as evidence of the suitability of the childminder and the adults living and working on the premises.
- The inspector completed a joint evaluation of an activity with the childminder.

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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