

Childminder report

Inspection date: 21 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy spending time with this calm and affectionate childminder. The childminder considers children's individual needs and thoughtfully responds to them when they need time to rest or require comfort from her.

The childminder has high expectations of children's behaviour. She acts as a good role model for children and helps them to understand how to be considerate and respectful of each other and their environment. She successfully teaches children how to use furniture in her home in a respectful way and children respond to her requests. Children are praised when they show kindness towards one another and follow rules. Children show satisfaction and repeat desired behaviours.

Children learn to develop their concentration skills through imaginative activities. They use different items such as pasta and beads to create play dough models. Some children describe how they have made a cat. They use pasta as whiskers and describe what they are doing as they replicate features of their pet cat at home. The childminder uses this opportunity well to include basic mathematics. She asks children how many whiskers the cat has and how many eyes they need. Children show pride in their creations and ask the childminder to take a photo of their models.

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

- The childminder has a clear curriculum for children. She is knowledgeable about what children need to learn and how to develop their skills in all areas of learning. She incorporates children's interests into her programme of learning, which helps children be motivated to learn. Children are ready for their next stage of learning.
- The childminder is conscientious about what children need to learn next. She assesses their current level of knowledge as they play and acts on this promptly to extend children's learning. She identifies gaps in children's knowledge and carefully considers how she can build on what they already know. However, when completing the progress check at age 2, she does not always make it clear to parents what children need to learn next.
- Children enjoy the activities the childminder provides. She uses children's interests to plan exciting things for them to do. There are times, however, during adult-focused activities, that children are not always given opportunities to make choices or develop their own ideas further.
- Children are good communicators. They confidently express their needs and have opportunities to expand the words they already know. Children enjoy sharing books and ask questions about what is happening as stories are being read to them. The childminder responds to children's curiosity and describes

what the characters in the book are doing. This helps to extend children's vocabulary.

- Children learn how to manage their personal care needs. The childminder reminds children about handwashing routines when using the toilet. Children learn to be independent and take responsibility for their intimate care needs when developmentally appropriate. The childminder provides healthy meals for children and helps them to understand the importance of keeping themselves healthy.
- Parents are happy with the care their children receive. They comment on the support they receive from the childminder and her understanding of what their children need. They value the progress their children make with the childminder and note the way this makes a difference at home. They comment that children say 'please' and 'thank you' at home as a result of learning this with the childminder. Parents feel like an extended part of the family.
- The childminder makes links with local schools and other childminders. She appropriately shares information about children with other settings that children attend. This ensures consistency for children's learning. She shares ideas with other childminders and gains examples of their experiences with children, which she uses to review her own working practice.
- The childminder reflects on her own practice and makes plans to improve her own knowledge and skills. She engages in further training which she then implements into her childminding practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of how to keep children safe. She can recognise signs that may mean a child is at risk of harm and knows the procedures she should follow if a concern arises. She knows how to respond if an allegation is made against a member of her family or somebody who works in her home and knows who to inform. The premises are safe and secure and she has a suitable procedure for checking the identity of visitors. She carries out regular risk assessments and can identify risks in the environment. She promptly responds to identified hazards to reduce the risk to children.

What does the setting need to do to improve?

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

- refine the way information is recorded when completing the progress check at age 2 to support parents to understand what their children need to learn next
- enhance opportunities during adult-focused activities for children to develop their own ideas even further.

Setting details

Unique reference number	EY363183
Local authority	Warwickshire
Inspection number	10244192
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	2 to 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 May 2022

Information about this early years setting

The childminder registered in 2007 and lives in Rugby. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

Information about this inspection

Inspector

Christine Ward

Inspection activities

- The inspector discussed any continued 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 inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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