

Childminder report

Inspection date: 29 September 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

The childminder provides a warm and caring environment for children. Children display confidence as they explore the environment and independently access play resources. The childminder stays close to young children who are less confident for support, and they settle quickly. Children respond to the childminder with enthusiasm and invite her into their play.

Children enjoy engaging in superhero play. They choose a dressing-up costume to wear and talk about which superhero they are as they pose. During their superhero play, children develop their imaginative skills as they talk about flying to the sky with a kite. They use bags to collect items and talk about how the sparkles on the bag match their chosen costumes. Children play cooperatively together and learn to manage conflict as they negotiate which costume to wear.

Developing children's independence is at the heart of the childminder's curriculum. Children have a space to put their bags and coats. They are taught how to put their own coats and shoes on and develop their personal care skills. Children confidently feed themselves at lunchtime and help to tidy up after themselves. The childminder and co-childminder encourage children to take on appropriate responsibilities.

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

- Children are encouraged to be physically active. They develop their gross-motor skills as they play in the garden. Children enjoy exploring the outside area and have access to ride-on vehicles and a trampoline.
- The childminder considers the needs of children and families with English as an additional language. She works with families to develop their understanding of education processes so that children's needs are met appropriately. She uses keywords in the children's primary language to support them to communicate their needs in her home.
- The childminder knows children well. Learning activities are planned based on what children need to learn next. However, some of the planned activities do not fully capture children's interests, which results in children not always wanting to participate.
- Children explore the environment with confidence. They express their needs and show interest in the toys they choose. Less confident children are supported sensitively to join in with others. As a result, children develop their self-esteem.
- The childminder helps to develop children's critical thinking skills. When children encounter difficulties, the childminder asks, 'What shall we do?' Children become more competent at solving problems and learn to find their own resolutions.
- The childminder and co-childminder have a strong working relationship. They

discuss children's learning needs, and each takes on focused pieces of work with children which suit their routines and draw on their strengths as childminders. This helps children to receive high-quality learning experiences.

- The childminder has high expectations for children's behaviour. Children learn to show respect for one another and are beginning to show empathy towards others. Children are encouraged to say 'please' and 'thank you' when they want something.
- Children learn to play cooperatively. The childminder encourages children to work together as a team during a game of hide and seek. She encourages children to help each other and asks them to search together around the home. Children share ideas and show pleasure as they find their friends.
- Strong relationships are established with parents. Suitable information is gathered when children first start to attend. Parents comment on the progress their children have made and how important the childminder is in their lives. Children experience continuity of care across both environments.
- The childminder and her co-childminder attend regular training together. They implement what they have learned into their planned experiences for children. This helps children receive a good quality of education.
- The childminder shares information with other professionals. Knowledge about children's development is shared across other settings where children attend. However, there are times when some information about children is not followed up, which means that there are gaps in some of the knowledge the childminder has about children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough risk assessment process and ensures any identified hazards are acted upon swiftly to reduce risk to children. She recognises signs that may indicate a child is at risk of harm and knows the appropriate procedures to follow. The childminder is aware of the procedures to follow if any allegations are made about a member of her household. She attends regular training and has developed her knowledge of safeguarding matters, such as radicalisation. The childminder ensures children are kept safe when accessing computer programmes by installing privacy features and supervising children appropriately.

What does the setting need to do to improve?

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

- explore ways to make planned activities more inspiring to fully capture children's interests
- strengthen communication with other professionals to better support children's ongoing development.

Setting details

Unique reference number	EY365388
Local authority	Warwickshire
Inspection number	10235163
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 12
Total number of places	6
Number of children on roll	12
Date of previous inspection	13 December 2016

Information about this early years setting

The childminder was registered in 2008 and lives in Hartshill, Warwickshire. She operates all year round, from 7.30am to 6pm, Monday to Friday. The childminder works with a co-childminder and offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Christine Ward

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 provider and has taken that into account in their evaluation of the provider.
- 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.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- 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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