

Childminder report

Inspection date: 16 August 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

The childminder and her assistant create a safe and friendly atmosphere. This enables children to feel secure. When children arrive at the setting, they are happy and settle well to their chosen activities. This is because the childminder and her assistant are calm and promote positive relationships with children throughout their time at their home.

The childminder has high expectations for children's behaviour. Children behave well and listen to each other as they play. The childminder talks to children to ensure they understand the expectations for their behaviour. Children are polite as they ask to paint a picture on the easel and say 'thank you' when the childminder sets this up for them. The childminder encourages children to use their manners and show respect for others.

Children demonstrate positive attitudes to their learning. The childminder plans the environment effectively. She listens to children's individual needs and adapts the resources that are available to them. This helps them to remain engaged and motivated in their learning. For example, children who show an interest in role play develop their imagination as they pretend to make tea in the playhouse. The childminder introduces additional resources to enhance their activity, such as different foods and role-play utensils. This results in children enjoying a tea party.

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

- The childminder has made significant improvement since her last inspection to raise the quality of her provision. She has worked closely with the local authority. This has helped her gain a better understanding of how to deliver the curriculum and raise outcomes for children. The childminder has attended a range of training courses. She understands the importance of ensuring the curriculum is broad and provides children with a wealth of experiences.
- Children become engaged and motivated in their learning through the range of activities available to them. The childminder and her assistant support children to develop their knowledge and understanding as they play. However, sometimes, during discussions, more-confident children interrupt and answer for those who are less confident. The childminder does not consistently adapt her teaching to reinforce learning for less-confident children to enable them to share their ideas and develop their knowledge and understanding further.
- The childminder is supportive in her role as the special educational needs coordinator. She uses assessments well to identify gaps in children's learning and possible developmental delays. She works in partnership with parents and other professionals to ensure that children receive the right support at the right time and any gaps are swiftly closed. This enables all children to make the best

possible progress in their learning and development.

- The childminder carries out regular supervisions with her assistant. She uses these to support them to continue developing their practice and to share development updates about the children in their care. The childminder and her assistant work collaboratively to provide children with good-quality experiences.
- Parents comment that the support they receive is good and their children have settled well. Since children started at the childminder's, parents say they have observed a positive change in their confidence. Parents share that the experiences offered are invaluable and say how much their children have progressed in their learning.
- Children learn about the importance of keeping themselves healthy through a range of activities. For example, they learn about different foods and how they can affect their teeth. The childminder shares information with parents on how to access services for children to visit their dentist to maintain good oral health.
- Children regularly visit local farms and parks to develop their understanding of the world around them. They share what interests them as part of daily discussions. The childminder uses this information to build on children's knowledge. For example, children who have an interest in animals visit the local farm to find out which animal produces milk. This provides children with rich real-life experiences that extend their knowledge and understanding.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant put children's safety first. During mealtimes, they sit with children while they are eating. This is to ensure they can act swiftly if any concerns arise. The childminder and her assistant have a good knowledge of the possible signs that indicate that a child may be at risk of harm. They know how to report any safeguarding concerns relating to a child or a person in a position of trust to the local authority safeguarding partners. The childminder is vigilant in her home to ensure the environment where children play remains safe.

What does the setting need to do to improve?

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

- develop teaching techniques to support less-confident children to share their ideas and enhance their learning and knowledge further.

Setting details

Unique reference number	EY366212
Local authority	Warwickshire
Inspection number	10266244
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	1 to 9
Total number of places	6
Number of children on roll	22
Date of previous inspection	9 November 2022

Information about this early years setting

The childminder registered in 2007 and lives in the Nuneaton area of Warwickshire. She works with an assistant. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Katherine Wilson

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 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 viewed the provision and discussed the safety and suitability of the premises.
- 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 her assistant with the children.
- Parents shared their views of the childminder 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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