

Childminder report

Inspection date: 10 March 2020

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

Children thoroughly enjoy their time in the childminder's care. They are happy, settled and enthusiastic to learn in this relaxed environment. Children become independent individuals. They make choices and follow their interests. The childminder continually supports and encourages children's language and communication skills. She asks questions to encourage children to recall past events and share their experiences. Children confidently recognise numbers. They place them in the correct sequence when completing number puzzles and hold up the corresponding number of fingers to show how many they are counting. Children understand the importance of handwashing at appropriate times during the day. They help to prepare the table in readiness for snack time and place a variety of fruit on the table before choosing what they would like to eat. Snack time is a social occasion and children sit with the childminder, who eats with them and is a positive role model. Children help themselves to drinks throughout the day. The childminder supports children's awareness of right from wrong. They talk about their feelings and learn to share and take turns. The childminder builds children's confidence and self-esteem. She gives lots of praise and encouragement and celebrates children's efforts and achievements.

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

- The childminder builds close relationships with children and their families through a gradual settling-in process. She uses information gained from parents about their child to plan a wide variety of activities that challenge children. The childminder observes and assesses children, using this to plan exciting and stimulating activities. She tracks children's progress to ensure that any gaps in learning are swiftly identified and reduced.
- Children have many opportunities to make marks and practise their early writing skills. They learn to recognise and write their own names and they see lots of print in the environment. Children enjoy reading books with the childminder and they regularly visit the library to select a range of different books to read and to share with their families.
- The childminder supports children's language and communication skills extremely well. Children enjoy looking at photographs of themselves involved in activities and share the experiences they have with their families. For example, while trying to balance weighing scales with a variety of small toy animals, they talk fondly about a visit to the park. They also talk about 'Jack and the Beanstalk', re-enacting the tale using props for the different characters.
- The childminder works in close partnership with parents and other early years settings children attend. Effective systems of communication mean that all parties are fully aware of children's progress and emerging interests. They share ideas for continuing children's learning at home, providing a consistent

approach. All children are ready for the next stage in their learning, including school.

- Professional development is a priority for the childminder. She identifies training through her own evaluation of her practice and skills, such as continually building her awareness of the wider safeguarding issues. While the childminder seeks feedback from parents, she has not yet fully considered ways of using the information to enhance self-evaluation to continually develop her provision.
- The childminder builds children's awareness of safety, both in her home and when out. Children learn to use tools safely, such as scissors, and about road safety as they walk to and from school and to the local shops. The childminder encourages older children to share topics they have completed at school, especially about the safe use of digital technology and the internet. However, the childminder has not yet fully considered ways of introducing the potential dangers to very young children of online activity and digital technology.
- Children have many opportunities to learn about their community. They regularly visit the post office to post letters and to purchase different items. This helps to build children's awareness of the value of money and helps them to become familiar with how it looks. Children talk to people who work in the community, such as the lollipop person, about their job and what they do. Children learn about cultures and traditions during the year. They see positive images of people from around the world and people with disabilities, through resources and at the groups they attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the various signs that may indicate a child is at risk from abuse and neglect, including those children at risk from extremism. She is fully aware of the referral procedures to follow to safeguard children. The childminder ensures children play in a safe and secure environment. She assesses all areas of her home and garden before children arrive each day to ensure they remain suitable. The childminder remains vigilant throughout the day. Children learn the importance of tidying toys away when they have finished playing with them, to avoid trips and falls.

What does the setting need to do to improve?

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

- extend practice for teaching the younger as well as the older children about the potential risks of online activity
- extend self-evaluation procedures, considering ways of using the views of parents to enhance the provision further.

Setting details

Unique reference number	EY366492
Local authority	Warwickshire
Inspection number	10072196
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	3 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	2 September 2015

Information about this early years setting

The childminder registered in 2007 and lives in Nuneaton, Warwickshire. She operates from Monday to Friday, all year round from 7am to 6pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 4.

Information about this inspection

Inspector

Tracey Boland

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She discussed teaching methods with the childminder.
- The inspector looked at documentation required for the efficient running of the childminder's provision.
- The inspector took account of the written views of parents.
- The inspector looked at evidence of the childminder's qualification and training and checked evidence of the suitability of adults living in the household.

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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