

Childminder report

Inspection date: 26 February 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are well cared for in this warm, safe and homely environment. They make good progress in their learning and are well prepared for when they move on to pre-school or school. Children develop their imagination as they play with kinetic sand. They pretend to make an ice cream and say that the sauce they put on the top is £15. Younger children explore the sand as they squeeze it in their hands and scoop it into moulds. Children safely and easily choose resources for themselves. Older children choose from a scrapbook of pictures which show them the range of resources and activities that are available. Children initiate their own play. They find a net and pretend to go on a bug hunt and catch a big butterfly. They talk about bug hunts they have previously been on and remember when they caught beetles and snails in their nets and brought them home safely. Younger children are engrossed as they play with the doll's house. They concentrate as they empty and fill containers and move the figures in and out of the rooms. Children behave well. They are well mannered and polite to each other, the childminder and visitors.

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

- The childminder is qualified and experienced. She regularly attends training and uses research to enhance her knowledge and skills. She liaises with other childminders to share information and develop good practice. The childminder works closely with the local authority to identify training that she and other local childminders will benefit from.
- The childminder regularly reviews and evaluates her practice. She is passionate about supporting children's mental health and has identified this as an area she would like to learn even more about. She has recently implemented a 'worry box' which children can use to share what they are worried about. Other children provide ideas and suggestions of what children can do to stop them worrying. This idea helps children to be sensitive and empathetic towards each other's feelings.
- Children enjoy looking at books and listening to stories. They recall their favourite parts and repeat well-known phrases as they pretend to go on a bear hunt. The childminder introduces resources to support the story and capture children's imagination. Children describe the artificial grass as 'crunchy'. They lay blue paper on the floor to represent a river and know that they cannot go over or under it, they have to go through it. Children fill bottles with water and glitter to represent the snow. Younger children sit on the childminder's lap and look at the pictures in the book. Older children crawl under the table to find where the bear is hidden. Although the children enjoy the activity, the childminder reads the story very quickly and does not give children time to think or process their thoughts before moving on to the next part.
- Children form close relationships with the childminder. They go to her for

cuddles when they need reassurance or feel tired. Children who are initially quite shy are given time to relax into their own activities and gain confidence to join in with others.

- The childminder knows the children in her care well. She observes them and assesses their progress. She uses the information gained to introduce monthly, focused next steps to help the children move forward in their learning.
- Parent partnerships are good. The childminder shares information with them about children's progress at monthly meetings. She encourages parents to share information about what children enjoy and can do, and provides ideas to support them to continue their child's learning at home. Parents say they like the variety of activities and the updates they receive on their child's progress.
- Children develop mathematical skills. They make three-dimensional shapes with colourful balls and count the dots on dice. They draw big and little circles and count the number of wheels on a toy train. However, the childminder is sometimes too quick to intervene in activities and does things for the children that they can do for themselves.
- The childminder supports children in preparation for their move on to pre-school and school. She has special books that she reads to the children about getting ready for school. She works closely with other settings that children also attend, to discuss observations, assessments and next steps for learning, to ensure they are working towards the same goals.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an exceptionally good knowledge of the signs of abuse and neglect. She regularly attends training to ensure her knowledge is up to date and that she fully understands wider safeguarding issues and concerns. She is fully aware of the procedures to follow and who to contact if she has a concern about a child in her care. The childminder's premises are safe and secure. Children are kept safe when they sleep as the childminder monitors them closely. She has installed a camera which picks up children's movements and noise. The childminder closely monitors children's attendance and is vigilant in identifying the reasons why when children do not attend.

What does the setting need to do to improve?

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

- encourage children to do even more things for themselves and provide them with enough time to process their own thoughts and ideas.

Setting details

Unique reference number	EY379764
Local authority	Warwickshire
Inspection number	10116146
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	18 March 2015

Information about this early years setting

The childminder registered in 2008 and lives in Water Orton. She holds a childcare qualification at level 3. The childminder operates all year round from 7am to 5.45pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rebecca Johnson

Inspection activities

- The quality of teaching during activities indoors was observed, and the inspector assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection and carried out a joint evaluation of the teaching and learning with the childminder.
- All areas of the childminder's home were viewed by the inspector.
- The inspector looked at relevant documentation, including policies and children's records.
- The views of parents were taken into account during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020