

Childminder report

Inspection date: 18 October 2022

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 are happy on arrival at the childminder's setting. They separate well from their parents and are keen to see their friends. Overall, children make good progress in the childminder's safe and secure environment. Children's individual needs are met by the childminder, who offers a range of experiences that she knows they will enjoy. For example, children engage well during imaginative play and have fun as they play with toy dinosaurs. They delight as they roar and stomp in the environment.

Children's physical skills are well supported, and they have daily access to the large garden. Children develop impressive gross motor skills, as they have the opportunity to frequently practise their balance and movement. Young children are extremely competent in using the balance bike and scooter, and they are able to move confidently at speed around the garden, skilfully avoiding obstacles.

Children make informed choices about the equipment and resources they want to use. The childminder effectively supports them to make choices about how they spend their time, both indoors and outdoors. She responds promptly to their requests for particular equipment. For example, when children show an interest in collecting stones, the childminder supplies them with small buckets.

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

- The childminder carefully observes and assesses the children's learning and development. She uses this information to plan effectively for their next steps. Overall, the childminder has developed a well-sequenced curriculum. However, there is scope for the childminder to further build on the range of imaginative play and mark-making opportunities to ensure all children make the best possible progress.
- Children's communication and language is well supported. The childminder is adept at extending children's vocabulary and models descriptive language. Children communicate effectively as they play alongside each other. They are developing the language of cooperation, taking turns and sharing.
- The childminder offers clear experiences for children to develop and extend their fine motor skills and hand-eye coordination. Children demonstrate exceptional perseverance as they build tall towers with small wooden bricks. They extend this further by building a tower in the back of a small vehicle. Children work cooperatively and take turns to add bricks. They delight when the tower falls.
- Children's independence and self-care skills are well supported. They are keen to wash their hands before snack. Additionally, they work hard to have a go at putting on their own coats. The childminder is encouraging. She breaks tasks down into small steps so that children feel confident to have a go. She praises

children for their efforts and successes. In turn, children show pride in the tasks they achieve.

- The childminder consistently promotes positive behaviour. She understands the developmental needs of young children and gently encourages their understanding of turn taking. Children are learning to play cooperatively. The childminder praises their positive actions. As a result of this, children are clear about the childminder's expectations, which encourages them to make the right choices.
- Children benefit greatly from the outdoor provision. The large garden provides space for children to move freely, explore the environment and get involved in gardening. Children are involved in planting and caring for vegetables. They successfully grow tomatoes and runner beans, which they harvest and then take home.
- During outdoor play, children demonstrate exceptional focus and attention. They are completely engrossed in filling and emptying the stones from the garden using nets and small buckets. Children develop the strength and small muscles in their hands as they competently use spades for scooping and pouring. The childminder skilfully models mathematical language as children play to extend their learning. Children describe the buckets as heavy when they are full of stones.
- Leadership is good. The childminder accesses many training and development opportunities to extend her knowledge and understanding of how children learn. She reflects on her service to ensure that acquired knowledge has a positive impact on the learning and development of the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has clear knowledge of the signs and symptoms of abuse. She is confident in the action to take if she is concerned about a child and has a good understanding of her own role and responsibility to children. The childminder attends a wide range of training sessions and webinars to further extend her knowledge of safeguarding and child protection. She has developed a wide range of comprehensive policies and procedures that underpin her practice effectively. The childminder understands the local arrangements for safeguarding and ensures her practice reflects current requirements.

What does the setting need to do to improve?

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

- further extend the range of imaginative play and mark-making learning opportunities on offer, in order to support children to make the best possible progress.

Setting details

Unique reference number	EY394434
Local authority	Warwickshire
Inspection number	10218521
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 December 2021

Information about this early years setting

The childminder registered in 2009 and lives in Nuneaton. She operates Monday to Saturday, all year round, except for bank holidays and family holidays. Sessions are available from 7am until 7pm.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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