

Childminder report

Inspection date:

25 September 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend in the childminder's care. They confidently talk to the childminder about their home experiences and about how they would like to spend their time. Children make choices about what to play with from the good range of accessible resources. However, the childminder does not fully support them to develop their independence by doing things for themselves, for example, by encouraging them to find the resources they have chosen to use. Children's learning is well supported by the childminder. For example, as she reads a story, she creates opportunities for children to be involved by inviting them to count the pictures and to finish familiar sentences. The childminder provides opportunities for children to explore the local community and develop their knowledge of the natural world through visits out to local parks and age-appropriate groups. Children's behaviour is very good. There are systems in place to ensure that children know what is expected of them and to ensure they are kept safe. The childminder's interactions with the children are consistently respectful. Children are well supported to understand the reasons for behaving in particular ways, and to begin to recognise the feelings of others. The childminder builds positive relationships with parents and involves them in their children's learning. However, she has not considered how to involve them further to improve her evaluation of the setting. The childminder quickly forms good relationships with new children. She uses information gathered from parents before they start to ensure they feel safe and secure within her setting.

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

- The childminder knows how to observe and monitor children's learning to ensure they make good progress. She identifies next steps in their learning and plans activities to support this. The childminder ensures planned activities engage children's interests. For instance, to support children to learn about colours, they play a game of spotting different-coloured cars.
- The childminder makes the most of spontaneous learning opportunities while she is out with children. For example, children are given time during walks in the local community to observe and notice the environment. They pause to look at insects, splash in puddles and discuss the progress of building work.
- Children's social skills are well supported. They interact positively with one another and the childminder. Their self-confidence develops well as their achievements are frequently valued and praised. They learn to listen to one another and take turns in their play. However, they would benefit from more opportunities to develop their independence with their self-help skills, for example, to complete everyday tasks for themselves.
- All children play an active role in identifying the rules and boundaries they must follow while in the childminder's home. They work together to record and

change them on the whiteboard. This supports children to behave very well and understand the reasons for the rules, such as 'do not leave people out'.

- The childminder thoroughly risk assesses all environments the children spend time in or visit. She also teaches children to learn to keep themselves safe. For example, when out walking, children stay close to the childminder, stop and wait at agreed locations, and demonstrate their growing understanding of road safety.
- The childminder establishes good relationships with parents and with other settings attended by the children. This supports continuity of their care and learning. She communicates daily with pre-school staff and shares relevant documentation about children's learning and progress.
- Children are well prepared for the move on to pre-school or school. Pre-school children have opportunities to practise and build on their knowledge of number and shape, and are beginning to develop their understanding of the link between letters and sounds. They demonstrate good handling skills as they build and arrange small blocks.
- The childminder identifies training to further her professional knowledge. She has recently completed a level 2 teaching assistant course. Her membership of a professional association and online groups also help her to maintain her knowledge of early years issues. The childminder uses self-evaluation to help her to develop and raise the quality of the service. However, her self-evaluation is not as comprehensive as possible, and she does not fully involve parents in the process.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully recognises her responsibility to keep children safe. She ensures her statutory training remains up to date for paediatric first aid and child protection. She confidently talks about the possible signs and symptoms of abuse and neglect, and she knows what to do if she is concerned about a child's welfare. The childminder also recognises the importance of maintaining professional links with other agencies or settings involved with children in her care. She consistently adheres to the policies and procedures she has put in place to ensure children are kept safe within her care.

What does the setting need to do to improve?

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

- make the most of opportunities for supporting children in managing simple tasks for themselves
- strengthen the self-evaluation process and involve parents as part of the ongoing drive for continuous improvement.

Setting details

Unique reference number	EY395824
Local authority	Warwickshire
Inspection number	10074281
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	29 June 2016

Information about this early years setting

The childminder registered in 2009 and lives in Warwick. She operates during term time from 7.30am to 5pm, Monday to Friday. The childminder holds an early years qualification at level 2.

Information about this inspection

Inspector

Abi Ellis

Inspection activities

- The inspector looked around the childminding premises and discussed the curriculum and organisation of the provision with the childminder.
- The inspector observed and assessed the quality of teaching while children played indoors and during the walk to school and pre-school.
- A joint evaluation of a planned activity was carried out by the inspector and the childminder.
- The inspector looked at relevant documents, including evidence of the suitability of adults, training certificates, policies, procedures and children's assessment records.
- At appropriate times throughout the inspection, the inspector spoke to the childminder and children.
- The inspector took account of parents' views contained in written feedback.

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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