

Childminder report

Inspection date: 25 October 2022

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

The childminder provides a stimulating, home-from-home, nurturing environment. Children form positive, close relationships with the childminder. This helps them to feel safe, confident, happy and motivated to learn.

Children like the broad range of toys and activities on offer. They enjoy independently selecting toys they want to play with, including participating in fun activities, like painting. Children spend time mixing green and red paint together to make the colour brown. They use a range of tools to paint pictures of hedgehogs and create hedgehog spikes. As they do this, they make stories up about their hedgehog, use words like sharp and spikey, and talk about the long and short lines/spikes they create. This supports children's communication, language, small-hand muscles and imagination. The childminder fosters a love of reading. She reads to children regularly and children enjoy sharing stories with the childminder. Throughout the stories, children make comments, ask appropriate questions and share their thoughts and ideas. This supports children's listening and literacy skills.

The childminder has high expectations for all children. Children are respectful, have good manners and exhibit good behaviours. Children receive regular praise from the childminder. This supports their confidence and well-being and contributes to their high levels of self-esteem. Children show positive attitudes to their learning and make good progress. As a result, they are ready and well prepared for their eventual move to nursery or school.

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

- The childminder has a robust settling-in procedure that meets the individual care needs of each child. This supports children to feel happy and settled when they start. She gathers information about children's likes, dislikes and interests. However, the childminder does not obtain detailed information from parents about what children can do and already know when they start. As a result, she does not have sharply focused plans as to what children need to learn next.
- The childminder is confident and knowledgeable of when and how to refer children to other professionals, such as speech and language therapists. She works well with other agencies and creates targeted plans of support to ensure all children make the best possible progress they can.
- Older children benefit from the strong links the childminder forms with staff at the local school. This supports a smooth transition to school. However, the childminder has not yet established effective links with other settings that children also attend, to promote continuity for children's development.
- The children are familiar with the stories the childminder reads to them. They are able to talk about their favourite books, retell parts of the story and share

facts and information they have learnt from books. This helps children to increase their vocabulary and ensures all children make good progress in their speech development.

- Parents are pleased with the progress their children make. They report that the childminder makes them feel very welcome. They say their children are excited to attend, feel secure and have made good progress and grown in confidence.
- The childminder includes all areas of learning in her curriculum delivery. For example, children develop their coordination and smaller hand muscles as they paint and draw. They also enjoy counting out the scarecrows fingers they colour in, and make stories up about acorns and hedgehogs.
- Self-help and independence are well promoted and supported throughout daily routines. Children enjoy washing and cutting their own fruit for snack time. The childminder encourages children to put on their own shoes, wash their hands and tidy up. The childminder also teaches children about the benefits of healthy eating and regular exercise throughout routine times of the day.
- The childminder fosters a culture of equality in her setting. Children learn about similarities, differences, and diversity through activities, trips and conversations about their families.
- The childminder attends regular training. This ensures she keeps her knowledge and skills up to date. The childminder has recently attended a range of training sessions on the early years foundation stage and participates in regular online forums to gain more knowledge and share best practice. She also attends meetings with the local authority to extend her knowledge, practice, and teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the possible signs and symptoms that indicate a child may be at risk of harm or abuse. She knows the local procedures she must follow to report any child protection concerns. In the event an allegation is made against her, she knows which agencies to contact and the procedures she must follow to report these concerns. The childminder keeps all documents well organised and maintained. This ensures that her records are accurate, up to date and children are kept safe. The childminder consistently checks her indoor and outdoor environment to make sure it is safe for children to attend.

What does the setting need to do to improve?

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

- obtain more detailed information from parents about children's developmental starting points and use this information to plan more effectively and build on what children already know and can do

- develop partnerships with other early years settings that children also attend to ensure consistency in children's learning and care.

Setting details

Unique reference number	EY398779
Local authority	Warwickshire
Inspection number	10235347
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	0 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 December 2016

Information about this early years setting

The childminder registered in 2009 and lives in Galley Common, Nuneaton. The provision operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Kiri Gill

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The childminder and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this had on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector looked at written feedback that parents had provided. The inspector used this information to take accounts of their views of the setting.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting is organised. The inspector reviewed relevant documentation, including evidence of qualifications.

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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