

Childminder report

Inspection date: 10 January 2023

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 has a happy and caring home for children, with whom she enjoys a strong, loving relationship. Children are confident and enjoy expressing how much they enjoy their day. They feel safe in the environment, running around with excitement as they play with friends. Parents comment on the 'homely' feel and the sense of security the childminder provides for children.

Children particularly enjoy chatting with each other. They display strong friendships and learn to play cooperatively. The childminder is consistent with her messages to be kind to each other and use good manners at all times. Children in turn are respectful and learn to share and take turns. This is evident when they play board games and indoor games together. They enjoy playing indoor bowls, and they wait to take a turn. They cheer and wait to see who knocks down the most skittles.

The childminder supports children's health and well-being well. She encourages children to recognise the importance of dental health, introducing fun activities, such as a large 'crocodile' model of a mouth. Children learn how to brush their teeth correctly, as they practise using the brush. The childminder then discusses the foods they need to eat to maintain healthy teeth.

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

- The childminder recognises that she needs to keep her training up to date to enhance her professional development. She has recently attended a range of safeguarding, food hygiene and allergy awareness training. This has enabled her to review her procedures and continue to maintain a safe and hygienic environment for children to attend.
- Children make progress in their learning. The childminder is knowledgeable about the interests of the children she cares for. She reads a wide range of stories that build on the children's previous learning. Children join in with the phrases they recognise and are able to predict the sequence of a story.
- The childminder is clear about what she wants children to learn, and this includes building on their interests. However, the learning environment does not support the intent. Children have limited access to the range of resources on offer because the childminder often chooses what she wants the children to play with. As a consequence, children's individual interests are not supported sufficiently.
- The childminder promotes children's good physical development. Children enjoy being active. They dance to music as they pretend to be at a 'disco' under projected coloured light. They also enjoy daily indoor exercises. They develop their large-muscle movements as they jump, showing both stamina and

coordination. Children hold pencils with ease as they colour pictures and use cutlery with confidence at mealtimes.

- Children enjoy eating healthy and nutritious, home-cooked meals. They have access to fresh drinking water throughout the day. The childminder helps children to recognise and name different fruit and vegetables. At mealtimes, they talk about healthy foods and the reason they are important. Children recall the fruit and vegetables they have seen on visits to the supermarket. Children show a good understanding of a healthy lifestyle and diet.
- Partnerships with parents are good. Parents are positive about the childminder's provision. They receive an update on their child's progress in the three prime areas of learning. The childminder keeps them informed on a daily basis about their child's day. This includes feedback at collection time and photographs of the children through a private social media page.
- The childminder organises local trips and outings. She takes children on nature walks to feed the ducks. They have also observed local trains. However, the childminder does not provide children with a range of experiences of the wider world, to enable them to explore the differences in many other cultures and faiths. This does not support them to begin to understand the diversity of the world around them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the premises are safe and secure. She carries out appropriate risk assessments to maintain their safety. Children practise emergency evacuations and fire drills. This helps children to become aware of how to stay safe. The childminder holds a current paediatric first-aid certificate. She also ensures that her car is fit for purpose to transport children on any outings. The childminder has attended safeguarding and child protection training. She is able to confidently describe the signs and symptoms of abuse and neglect. This includes the procedure to report any concerns to the appropriate authorities.

What does the setting need to do to improve?

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

- review the organisation of the indoor environment and the resources to enable children to follow their interests and make choices in their play
- provide better experiences for children to learn about the wider world and appreciate differences in cultures and faiths.

Setting details

Unique reference number	EY399754
Local authority	Warwickshire
Inspection number	10263207
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 April 2017

Information about this early years setting

The childminder registered in 2009 and lives in Nuneaton. She operates all year round, from 6.30am to 6pm, Monday to Friday, except for family holidays. She offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Walton

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and took that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- The inspector spoke to parents and also took account of their views from the written information provided.
- The childminder provided the inspector with relevant documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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