

Childminder report

Inspection date: 1 March 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 demonstrate that they are happy and confident in this warm and welcoming environment. They learn to comply with safe practice, such as not climbing on the childminder's furniture. Children follow the childminder's simple rules and boundaries. They share, take turns, play cooperatively and behave well. Children develop an awareness of the differences and similarities between themselves and others. For example, they take part in activities and discussions which help them to learn about different cultural and religious festivals, such as Chinese New Year and Eid.

Children become independent and learn to do things for themselves. For example, they tidy up their toys before moving on to the next activity. Children demonstrate a good understanding of hygiene practice. For example, they know they must put their hand in front of their mouth when they cough, so that they do not spread germs. Children learn about the benefits of good oral hygiene and healthy lifestyles. They develop a positive attitude towards learning. They persevere when learning new skills, for example when attempting to thread beads.

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

- The childminder has made significant improvements since the last inspection. She has devised a well-sequenced curriculum which helps to promote children's learning and development. The childminder now completes regular observations of children's learning and makes accurate assessments of what they know and what they need to learn next. She provides challenging and stimulating activities that take account of children's current interests and learning needs. However, occasionally, the childminder does not give children enough time to develop their play fully before moving them on to the next activity. This does not challenge children fully to develop outstanding levels of concentration.
- Effective self-evaluation is in place, which takes account of the views of parents and children. The childminder has clear targets for future development of her provision. For example, she has plans to develop further the garden play area, to provide more opportunities for children to learn outdoors.
- The childminder has high expectations for children's behaviour. She models expected behaviour, including good manners, kindness and respect for others. This helps children to learn how to treat others and make positive relationships.
- The childminder meets children's individual needs well. For example, she responds quickly when she notices that children are tired, hungry or just need a cuddle.
- The childminder supports children's speech and language development well. She uses her good questioning skills while she engages children in many conversations to help to extend and build on their communication skills. For

example, the childminder asks children to recall how they make a cup of tea.

- The childminder joins in children's play. She shows a genuine interest in what they say and do, and shows that she respects their views. However, at times, the childminder does not give children time to use their problem-solving skills before completing the task for them. This limits children's ability to think critically.
- The childminder helps children to develop a love of books. Children sit together, discuss their favourite stories, and talk about what they can see in the pictures.
- The childminder understands how to teach children mathematics and skilfully weaves this into their play and routines. For example, younger children learn to count and recognise basic shapes. Older children make patterns with beads while they thread them. They learn to recognise numbers.
- Parents say they are happy with the ways in which the childminder involves them in their children's learning. They comment that their children are very happy and make good progress from their starting points, particularly in developing their confidence and speech.
- The childminder updates her knowledge and refreshes her skills to help support children to make good progress in their learning and development. She does this through a range of ways that include seeking advice from the local authority adviser and members of the local childminder network, and personal online research.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of child protection. She knows the signs and symptoms that may indicate a child is at risk of abuse or neglect. The childminder knows where to refer any concerns she may have about a child's welfare. She places a high priority on children's safety. The childminder ensures that she supervises children well at all times. She carries out daily checks of her premises to identify and remove potential hazards to ensure her home is safe for children to play in. Children learn to keep themselves safe. The childminder reminds them not to wave scissors around.

What does the setting need to do to improve?

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

- enable children to finish activities to their satisfaction before moving them on to another activity, to help build on their concentration skills
- give children time to use their problem-solving skills and work things out for themselves, to help them to think critically.

Setting details

Unique reference number	EY410149
Local authority	Warwickshire
Inspection number	10113753
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	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 June 2019

Information about this early years setting

The childminder registered in 2010 and lives in Rugby. She operates from 7am to 7pm on Tuesday, Wednesday and Thursday during term time only, except for family holidays. The childminder offers funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

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 has taken that into account in her evaluation of the childminder.
- The childminder and the inspector discussed the curriculum and observed teaching practice, and considered the impact these have on children's learning.
- The inspector and the childminder carried out a joint evaluation of an activity.
- The inspector spoke to children at appropriate times during the inspection. She took the account of the written views of parents along with those of parents spoken to on the day.
- The inspector looked at a selection of documentation, including evidence of the suitability of those living in the household.

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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