

Childminder report

Inspection date: 12 September 2024

Overall effectiveness	Good
------------------------------	-------------

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

The childminder offers children a nurturing environment to learn. Children feel confident to seek reassurance and cuddles during unsettling times, such as changes to their routine. The childminder takes time to find out about children as soon as they start at the setting. As part of her induction and settling-in approach, the childminder gathers information from parents. When parents share that children have a fascination with cars, the childminder makes these accessible, so children have some familiarity in her home. This supports children to settle quickly.

The childminder promotes children's well-being. Children are active and regularly engage in physical development activities. For example, following the childminder's lead and creative instructions, children 'march like ants' and 'creep like caterpillars' around the available space. They are developing their coordination skills, learning to control their movements and are developing their sense of space. To further enhance this aspect of the curriculum, the childminder incorporates opportunities for children to go to the local park, where they access play equipment and have a large outdoor space to explore.

The childminder is aware of the importance of supporting the children to be ready for school. She provides opportunities that support the children to learn how to control hand-held tools, which supports children's early writing. The childminder embeds opportunities for children to count during their routines, supporting their early mathematics development.

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

- The childminder provides the children with accessible resources to support them to learn across the curriculum. Children are developing language and use it in their play. She promotes opportunities to share books and learn songs and nursery rhymes. The childminder assesses children's learning so she can identify gaps in their knowledge and skills. If she has concerns about children's learning and development, she shares this information with parents and seeks permission to access specialist support from the special educational needs and disabilities team in her local authority.
- The childminder understands the importance of fostering children's independence. She plans activities and experiences that focus on developing these skills. However, at times, the childminder does not provide enough opportunities for children to be independent in their daily routines. For instance, there are occasions when the childminder intervenes too quickly to complete tasks that children can do themselves, such as tidying up, dressing up or accessing their snacks and water.
- The childminder understands the needs of the children in her care. She provides

clear guidance and support to help children learn to behave well. The childminder ensures that the children feel safe, secure and are enjoying their learning. Children demonstrate care for each other. For example, if they notice another child is upset, they share their toys to cheer them up. However, the childminder does not always fully support children to manage their own emotions. This results in some children occasionally becoming upset or frustrated.

- The childminder supports children to learn about various cultural beliefs, celebrations and festivals. She shares books with children that promote inclusion and diversity. This supports them to recognise similarities and differences between themselves and others. The childminder visits playgroups, where children have the opportunity to engage with different children. This helps them to develop their social skills.
- The childminder supports children's good health. She provides fruit snacks and promotes healthy choices, encouraging parents to pack healthy lunches and provide water for their children. She follows good hand hygiene routines, ensuring that children have clean hands before eating their snack.
- The childminder has been improving her knowledge of child development by accessing up-to-date training. She also ensures that her safeguarding knowledge is secure by attending courses. The childminder gains knowledge from the range of professional development opportunities. She regularly reviews her policies and reflects on processes. This strengthens her daily practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- continue to promote opportunities for children to become more independent, so they can complete tasks they are capable of doing themselves
- provide even more opportunities to help children to manage their own emotions.

Setting details

Unique reference number	EY424121
Local authority	Warwickshire
Inspection number	10355022
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	2 to 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 November 2018

Information about this early years setting

The childminder registered in 2011 and lives in Bedworth, Warwickshire. She operates all year round, from 7.30am to 4.15pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded early years education.

Information about this inspection

Inspector

Vicki Abraham

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable for children.
- The inspector observed the quality of education being provided, indoors and outdoors.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact this has had on children's learning.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector talked to the childminder and the children at appropriate times during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024