

# Childminder report

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Inspection date: 20 October 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder and her assistant offer a warm welcome to babies and children on arrival to their home. Children feel secure and enjoy spending time with their peers. Together, they move freely about the provision. They are confident to choose which children and what resources they would like to play with.

Children benefit from close, nurturing relationships with the childminder and her assistant. They seek them out for comfort and for play. Children delight in using chiffon scarves to play a game of 'peepo'. They enjoy hiding and then peeping to each other and to the childminder. Babies choose to spend time sitting with the assistant and enjoy sharing books together. They snuggle closely on the sofa for story time and competently turn the pages of the books. This level of nurture and physical comfort successfully promotes children's emotional well-being. As a result, children feel secure and content at the setting.

The childminder ensures that care routines carefully reflect the needs of individual children. The curriculum is well considered and takes into account the physical and emotional needs of the very young children in her care. Thoughtful consideration in planned learning experiences ensures that all children are included and are able to reach their full potential.

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

- Parents are exceptionally pleased with the service on offer to their children. They comment on the warm relationships they have with the approachable childminder and her friendly assistant. Parents state they are very happy with the communication they receive and that they feel extremely involved in their child's learning.
- The childminder implements a well-thought-out curriculum that builds extensively on children's development. She plans and delivers highly engaging experiences for children to get involved in. She takes a lead from children's actions to support their learning. For example, when children delight in the small rubber balls they have found, she models a cooperative game of rolling and catching. As a result, children focus for a prolonged period of time.
- Overall, children behave well. However, on occasion, the childminder does not maximise every opportunity to further support children's understanding of the impact of their actions on others. As a result, at times, children do not fully understand what is expected of them.
- Children's love of literacy is well supported. Children delight in participating in familiar rhymes and songs, with even the youngest of children joining in with actions. The childminder makes good use of care routines to further engage children in singing and rhyme. She is enthusiastic in her approach. As a result,

children are eager to join in and respond well to the childminder's interactions.

- Children benefit from sensory play experiences. This supports them to develop their fine motor skills and hand-eye coordination. The childminder is respectful of children who are unsure of getting involved. She gently adapts experiences in order for all children to feel fully included. For example, children who do not want to put their hands in the spaghetti to find hidden items are offered magnifying glasses to look for them instead.
- Children's communication and language is well supported. The childminder and her assistant ensure that children hear words pronounced correctly. They extend children's vocabulary by using single- and two-word utterances with babies and very young children. The childminder carries out regular assessments of children's language development to identify any concerns. This enables her to plan effective support and intervention. She works closely with parents to develop children's speech and language.
- The childminder supports her assistant effectively and regularly shares information to support her in her role. They both demonstrate commitment to their own continuing professional development. They attend training sessions and webinars to extend their knowledge, which they then apply to their practice with the children. The assistant comments that she feels well supported by the childminder and she is highly valued by parents.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are committed to keeping children safe and protecting them from harm. They understand their respective roles for recording and reporting. There are clear systems in place to ensure professional practice. The childminder develops effective procedures that reflect the local arrangements for safeguarding. Both the childminder and her assistant have a clear working knowledge of the signs and symptoms of abuse and their responsibility for taking prompt action if they have a concern about a child. They both attend updates and training sessions to ensure their knowledge and understanding reflects current practice and guidance.

## What does the setting need to do to improve?

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

- further support children's awareness of the impact of their actions on others in order for them to fully understand what is expected of them.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | EY436600                                            |
| <b>Local authority</b>                             | Warwickshire                                        |
| <b>Inspection number</b>                           | 10235602                                            |
| <b>Type of provision</b>                           | Childminder                                         |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register |
| <b>Day care type</b>                               | Childminder                                         |
| <b>Age range of children at time of inspection</b> | 1 to 9                                              |
| <b>Total number of places</b>                      | 12                                                  |
| <b>Number of children on roll</b>                  | 9                                                   |
| <b>Date of previous inspection</b>                 | 12 January 2017                                     |

## Information about this early years setting

The childminder registered in 2012 and lives in Bishops Tachbrook. The childminder operates all year round, from 7am until 5.30pm, Tuesday to Friday, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Lisa Gadsby

## 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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Parents and children shared their views of the setting with the inspector.
- The inspector spoke to the assistant at appropriate times during the inspection and took account of her views.
- The inspector observed the quality of education being provide, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The childminder provided the inspector with a sample of key 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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