

Childminder report

Inspection date:

14 November 2019

Overall effectiveness	Good
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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 environment is well resourced and equipped. The childminder's home is clean, tidy and secure. This helps to reduce risks to children and keep them safe in the setting. The childminder is very caring. She gets to know children well on entry to the setting. Children develop positive relationships with the childminder and her assistant. They are settled, content and happy attending. The childminder is very calm. She manages children's behaviour in a positive way. Children learn to follow the simple daily routines and behave appropriately. They cooperate with care practices, learn to use good manners and play cooperatively with others. Teaching and the curriculum are continually developing. That said, the childminder provides children with varied resources, and plans activities based on their interests, general themes and any specific areas they require support. Children are keen to play and explore. They are proud of their achievements and they are very creative. Children delight in imaginative role play and use baby dolls, a toy kitchen and a play till. They enjoy drawing on the computer, making caterpillar collages, colouring and putting stickers on pictures. The childminder helps them to name shapes, count, sort by colours and order numbers. This helps to promote their mathematical skills. All children, including those with special educational needs and/or disabilities (SEND), acquire the key skills they need for their future learning.

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

- The childminder is well qualified. She conducts research and accesses training, including safeguarding and first aid, and networks with other childminders and a range of professionals. The childminder supervises her assistant and ensures he is well supported in his job. He also benefits from training, including safeguarding updates and paediatric first aid. However, the childminder does not focus professional development as well as possible on developing teaching. Occasionally, she lacks confidence, and both she and her assistant miss some opportunities to promote children's learning to the highest level.
- Children are well cared for and their personal development is promoted. The childminder finds out about children's care needs, including medical and dietary needs. She discusses these in detail with parents. Therefore, she manages these effectively, using healthcare plans if required, while children are in her care.
- The childminder observes children and monitors their progress. The curriculum is generally broad and children progress well in their learning. However, the childminder does not consistently provide adult-led activities that are rich, imaginative and highly inspiring. For example, on occasion, adult-led activities are slightly over-directive, too formal and not entirely age appropriate. There is room to develop the curriculum even further to help fully captivate children and maximise their learning as far as possible.
- The childminder has expertise in promoting communication. She talks to children

at their level, she gives them time to respond in conversation and helps to extend their language skills. She also uses Makaton with children from a young age. Children delight in singing a range of familiar rhymes and songs, and they really enjoy sharing stories with the childminder and her assistant.

- The childminder is very inclusive. She is knowledgeable about how to support children with SEND. This ensures any children requiring additional help benefit from what they need. Therefore, gaps in children's attainment are swiftly closing.
- The childminder promotes healthy eating and offers children healthy food choices in the setting. She takes children outside, where there is lots of physical equipment for them to use. They also go for walks in the local area and access the nearby park. The childminder promotes good hygiene. Children learn to independently wash their hands before eating and after they use the bathroom.
- Partnerships with parents are established. The childminder shares two-way information about children's care and development between the setting and home. Parents comment they are highly content with the service provided and they would definitely recommend the setting to others.
- Self-evaluation is in place. The childminder reflects on the quality of the setting. She takes on board the views of her assistant, the children and parents. She sets herself clear areas for development. This helps her to maintain good overall standards.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is well organised, and she has adequate space within her home. The childminder keeps robust records and documentation. She has key policies and procedures in place that help to maintain the efficient running of the setting. This helps her to promote children's health, safety and welfare at a good level. The childminder and her assistant have strong knowledge of child protection issues, including abuse and neglect, and wider safeguarding issues such as radicalisation. They both know how to manage different types of concerns. This helps to protect children from harm.

What does the setting need to do to improve?

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

- develop the curriculum even further and provide children with more consistently rich, imaginative and highly inspiring adult-led activities that help to fully captivate them and maximise their learning as far as possible
- sharply focus professional development on building on and enhancing teaching in the setting to help elevate the quality even higher and promote learning outcomes for children at an outstanding level.

Setting details

Unique reference number	EY444735
Local authority	Warwickshire
Inspection number	10075141
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	12
Number of children on roll	8
Date of previous inspection	17 March 2016

Information about this early years setting

The childminder registered in 2012 and lives in Bidford-on-Avon, Warwickshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She works with her husband, who is her full-time assistant.

Information about this inspection

Inspector

Josephine Heath

Inspection activities

- The inspector checked evidence of the suitability and qualifications of the childminder and her assistant.
- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector had a tour of the premises and discussed the environment, resources, equipment and areas used for childminding with the childminder.
- The inspector held discussions during the inspection with the childminder and her assistant.
- The inspector looked at the records and documents available, including children's records, attendance registers, accident and medication logs, and key policies and procedures.
- The inspector interacted with children and spoke to parents, and she also sought the views of further parents from the written evidence provided.

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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