

# Childminder report

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Inspection date:

7 September 2023

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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

Children are happy attending with the childminder, who creates a warm and welcoming environment. Children build close relationships with the childminder, who knows them well. They go to her for comfort and cuddles, which she provides in abundance. This helps children to feel safe and secure in her care. Children have lots of fun during imaginative role play with their peers. They are keen to include the childminder in their games. Children excitedly set out resources and plan a tea party. They talk about the food they would like to eat and how much they like strawberries. Children also select clothing to dress up in. They giggle excitedly together when the childminder helps them to see what they look like.

Children behave very well. The childminder helps them to know and understand the behaviour that is expected of them. Children readily use their good manners and say, please and thank you. They begin to take turns during play with their peers. Children enjoy their time with the childminder. They gain the skills and understanding they need to prepare them for their next stages in learning and the eventual move on to school.

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

- The childminder has clear intentions for what she wants children to achieve. She uses the information she gains from parents when children first start about what they already know and can do to decide what they need to learn next. She makes plans to help children to practise and build on their skills and understanding. She understands how to adapt her teaching to support children in need of additional support or with special educational needs and/or disabilities.
- Communication and language are generally promoted well. The childminder uses a variety of stories, songs and some conversation to help increase children's speaking skills. However, she often uses questions which require single word or factual responses. This is not always effective to help children to practise their developing speaking skills and respond with their own ideas.
- Children readily access books and ask the childminder to look at these with them. The childminder uses innovative ways to help children to engage and recall what they know. For example, as they look at different colours on a page in the book, the childminder uses a paint brush to imitate painting each nail with the colours that children say.
- Children show increasing independence. The childminder helps children to learn how to do things for themselves. For example, she talks through simple instructions as children wash their hands. They know to rub them all over with soap, rinse with water and dry. Children also learn to dress themselves and manage their personal care with increasing ability.

- Children have great fun while they play with water together. For example, they use the skills they have learned and take turns and use their coordination to pour water into a water mill. The youngest children focus to watch closely and have a go for themselves. They grin proudly when the water pushes the cogs to turn. They receive lots of praise from the childminder for their achievements.
- The childminder arranges the play environment to enable children to access the resources that interest them and lead their own play and learning. For example, children play with an outdoor handwashing station that the childminder has designed specifically for them to operate. They take turns to use the tap to pump water into various sized containers and water the childminder's plants in the garden.
- The childminder ensures she keeps her knowledge and skills up to date. She has plans to access further training to continue to strengthen her understanding of work in the early years. This includes training to support the speech and language development of children.
- Parents say the childminder is kind, friendly and professional. They say she is flexible to meet the needs of parents and children. Parents particularly remark on the rate at which their children make progress. They say they are kept well informed about their child's care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duties and responsibilities to safeguard children. She attends regular training to ensure her knowledge is current. The childminder has a secure knowledge of signs that indicate a child may be at risk of abuse. She knows the local procedures to report concerns about the welfare of a child. The childminder knows where she must report any allegation that are made against her, a household member or any other person in a position of trust. The childminder makes regular checks to ensure that her home is safe for children to attend.

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

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

- provide children with more opportunities to practise their developing speaking skills and share their thoughts and ideas during conversation.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY447450                                                                          |
| <b>Local authority</b>                             | Warwickshire                                                                      |
| <b>Inspection number</b>                           | 10295468                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 21 December 2017                                                                  |

## Information about this early years setting

The childminder registered in 2012. She operates all year round from 7.30am to 6pm, Monday to Friday, except during bank holidays, family holidays and a week at Christmas. The childminder occasionally works with an assistant.

## Information about this inspection

**Inspector**  
Suzanne Taylor

## 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 their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector took account of parents' views of the childminder's provision from the written information provided.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of the childminder and household members.

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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