

Childminder report

Inspection date: 23 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happily to the setting. The kind and caring childminder welcomes them warmly. Children settle swiftly into the stimulating, well-organised and inviting environment. Interesting toys and activities are set out for children to choose from. All children enjoy participating in a song and signing session with the childminder. They take turns choosing an object out of a bag. All children enjoy signing and singing songs about the object. The childminder also teaches children to use their voices in different ways. For example, children sing in quiet, loud, fast and slow voices. The childminder and children also sing songs focused on emotions and feelings. This supports children to develop their listening, turn-taking, concentration and language skills. The childminder also helps children to label their feelings and explore their emotions, through songs too.

Children show good behaviour. The childminder is a good role model. She praises children, is attentive to their needs and has clear rules and boundaries. This contributes to their high levels of self-esteem. All children make good progress from their starting points. They gain the skills and understanding they need for their future learning. Children are well prepared and ready for their eventual move to nursery or school.

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

- The childminder has a good settling-in process that is tailored to meet the individual needs of each child. This ensures children are happy, settled and ready to learn. She gathers detailed information from parents about what children can do, are interested in and know. The childminder uses this information to tailor planned activities to support children with what they need to learn next.
- Children with special educational needs and/or disabilities benefit from the strong links the childminder forms with other services, such as speech and language therapy, occupational therapy and health visitors. The childminder uses information gained from other services to implement targeted plans of support to ensure all children make good progress.
- The childminder has formed strong links with staff at the local school and nursery. She shares information with the staff at these other settings, which helps to keep children safe and supports a smooth transition.
- The childminder promotes communication and language well. She actively listens to what children have to say. She also has lots of conversations with the children about what they are doing and asks open-ended questions. The childminder models language well and is skilful and careful not to overwhelm children by asking too many questions.
- Parents speak very highly of the childminder. They value her detailed feedback,

reports and parent meetings. Parents report their children have made good progress since starting at the setting and say their children always look forward to coming.

- The childminder intertwines other areas of learning in her curriculum delivery. For example, children enjoy playing with play dough. They delight in talking about the different coloured dough and like rolling small balls and counting them out. This supports children's skills in counting and their development of their small hand muscles.
- Children develop independence and self-help skills during routine times of the day. For example, children wash their own hands ready for snack time and feed themselves. The childminder offers healthy meals. However, she does not use this opportunity to teach children the benefits of healthy eating and regular exercise.
- Children are provided with a range of experiences in the childminder's home and are offered visits to the local library and park. This provides children with the opportunity to socialise and develop skills that help them to prepare for nursery or school. However, the childminder does not build on this teaching to provide opportunities for young children to learn about different cultures, faiths and religions.
- The childminder attends regular mandatory training. This ensures she keeps her knowledge and skills up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the possible signs and symptoms that indicate a child may be at risk of abuse. She is aware of the local procedures she must follow to report any child protection concerns. In the event that an allegation is made against her, the childminder knows the procedures she must follow to report these concerns. The childminder keeps the documentation that is required and ensures that her records are accurate. This helps to keep children safe. The childminder implements policies and procedures effectively to protect children from the risk of harm. The childminder regularly checks the indoor and outdoor environment, to ensure it 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:

- enhance teaching to provide further opportunities for younger children to learn about other cultures, faiths and religions to support their understanding of diversity and the wider world
- teach children the benefits of healthy eating and regular exercise.

Setting details

Unique reference number	EY452580
Local authority	Warwickshire
Inspection number	10231840
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	0 to 5
Total number of places	12
Number of children on roll	0
Date of previous inspection	30 September 2016

Information about this early years setting

The childminder was registered in 2012 and lives in Rugby. The provision operates all year round, from 7.30am to 6.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works alone.

Information about this inspection

Inspector

Kiri Gill

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The childminder and 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 had 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 spoke to parents at appropriate times and took account of their views in writing.
- 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 staff qualifications.

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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