

Childminder report

Inspection date: 2 December 2024

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

The childminder implements a curriculum that is well planned, sequential and reflects the seven areas of learning. She places a strong focus on supporting children's emotional development to ensure they are happy, secure and ready to learn. The childminder implements a range of effective strategies that help children to transition from home to the setting and regulate their feelings and behaviour. This includes giving children the time and space they need to safely express how they are feeling. Children show they feel happy and relaxed in her care. The childminder soothes them gently as she manages their care routines, including changing nappies.

The childminder provides children with a wide range of engaging experiences that motivate them to play and learn. This includes scheduling weekly outings into the local community. Children benefit from opportunities to develop their physical skills at a soft play centre and in the local parks. She makes use of the garden area to further support children's skills, including practising their pouring and filling techniques in the sand and water. Children engage in growing projects that help them to understand where the food they eat comes from. The childminder incorporates specific teaching of safety awareness, such as being alert to water risks when they feed the ducks in the local pond. All children gain a secure foundation for their learning.

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

- The childminder completes mandatory training and occasional research to extend her good teaching skills and child development knowledge. However, she does not routinely seek professional development based on a reflection of her practice and targeted on enhancing the provision for children.
- The childminder has established a variety of methods to communicate with parents to encourage back-and-forth discussions about the children. This includes frequently showcasing the activities children have enjoyed via a secure online app. Parents appreciate the opportunities to ask for advice and support, which helps them with their child's continued development at home. The childminder maintains close dialogue with the nursery that children also attend to provide continuity in their learning.
- The childminder spends much time discussing the provision for children's education with her co-childminders. She has a secure knowledge and understanding of the children. This includes their achievements and development goals. For example, to develop babies' independence and drinking skills, the childminder makes adjustments to drinking equipment so babies can use them independently. However, the childminder does not use children's progress information as well as possible to plan learning experiences that are

precisely targeted to support each child.

- The childminder understands how children learn through play. She provides them with gentle interactions and enhancements to their play. For example, she models how resources can be used and helps children to build on their throwing-play interest. This helps to sustain children's play interests.
- The childminder supports children's language development skilfully. She models age-appropriate words and phrases, such as 'finished' and 'all gone', as she interacts with babies. The childminder incorporates songs and rhymes into children's play to help babies to explore a range of sounds. She understands the importance of providing targeted teaching interventions when children experience language delay. The childminder has an engaging selection of language games and activities to support children's language development. She seeks advice from outside agencies when this is required.
- The childminder has developed a familiar daily routine to help children understand what is expected at different times of the day and support their behaviour. She uses quiet afternoon time for older children to play board games and practise their social interactions skills for sharing and taking turns. She uses books to help children explore a range of feelings and empathise with others.
- The childminder provides a range of opportunities to help children develop their understanding of the world. This includes learning about different celebrations, such as Christmas and Diwali. A recent visit to a pumpkin patch helped children to understand where pumpkins come from. The childminder provides seasonal opportunities to help children learn about the life cycles of animals, such as the butterfly.
- The childminder uses cooking activities to help children learn about making healthy food choices. She provides opportunities for children to grow potatoes in the garden and then turn them into mashed potatoes in the kitchen. She provides children with nutritious home-cooked food and fresh fruit and vegetables.

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:

- engage in ongoing professional development that is focused precisely on developing knowledge over time
- use information gathered from observations and assessments of children's achievements to plan specifically for the needs of each child.

Setting details

Unique reference number	EY474530
Local authority	Warwickshire
Inspection number	10372353
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 April 2019

Information about this early years setting

The childminder registered in 2014. She lives in Whitestone, Nuneaton. The childminder operates all year round from 7am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. She works alongside two other registered childminders. The childminder provides funded early education places for children aged under two years, and for those aged two, three and four years.

Information about this inspection

Inspector
Anne Dyoss

Inspection activities

- 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.
- Children spoke to and interacted with the inspector during the inspection.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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