

Childminder report

Inspection date: 7 June 2023

Overall effectiveness	Good
------------------------------	-------------

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

Children are warmly welcomed and nurtured in this caring setting. They separate well from their parents and are keen to get involved in the interesting learning opportunities on offer. Children are curious and confident learners. They make choices about the resources they want to use in their play. They particularly enjoy using the dressing-up resources in the tepee to engage in role play.

Children benefit from spending much time outdoors. Together with the childminder, they spend time at the allotment where they help with planting and growing. This supports children's understanding of a healthy lifestyle. For example, they enjoy trying the fruit and vegetables that they have grown themselves. Children develop strength and stamina as they join in with physical tasks, such as digging on the allotment.

Children get involved with food preparation and baking. The childminder offers choices. For example, she asks children what they would like as a pizza topping for their lunch. The children think about their preferences and select their favourites. They use child-safe knives to competently chop vegetables and meat. They carefully arrange the ingredients on top of their pizzas. The children know that it is an adult's job to put the pizza in the oven because it is hot.

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

- The childminder is an excellent communication role model and play partner to the children. She introduces new words to ensure that children are exposed to a wide vocabulary. The childminder interacts joyfully with the children and they are keen to share their thoughts and feelings with her. They involve the childminder in their play, such as while serving drinks from the water tray. Children are confident communicators and are really keen to talk to visitors.
- The childminder has developed a curriculum that is interesting and varied. She plans a range of ambitious and purposeful experiences, including many trips and visits in the local community. The childminder has good child development knowledge, which she uses to plan learning opportunities across all seven areas of learning. Overall, children make good progress. However, the childminder does not focus her teaching as precisely as possible on the next steps for each child's learning.
- The childminder supports children to develop their sense of self and understand the similarities and differences between themselves. She weaves a range of interesting resources into her curriculum to develop children's knowledge of the wider community. She supports children to involve others in their play and think about their differing needs. For example, older children understand how their actions can affect others and how to respond gently to babies.

- Children are highly engaged in their play. The childminder skilfully supports them to develop their own ideas. For example, children are fascinated as they fill small containers with coloured water and balance them on the back of the tricycle as they ride around the garden. They use exceptional hand-eye coordination and think carefully about how much water they can manage to transport without spilling it. Children demonstrate perseverance in their task. The childminder recognises and praises children's innovative ideas and actions.
- The childminder develops strong and respectful relationships with parents. She communicates clearly what children have been learning and the experiences they enjoy. Parents are delighted with the provision. They comment positively on how much time children spend outdoors, particularly learning about the natural world. They greatly appreciate the loving and nurturing relationships that the childminder develops with their children and comment on how happy the children are to arrive at the setting.
- Children are well supported to develop their independence and self-care skills. The childminder teaches them about the need for good hygiene routines. Older children use the bathroom independently. This includes competently washing and drying their hands. The childminder works in sensitive partnership with parents of younger children to ensure that their children are supported to experience different textures in food.
- The childminder is committed to her own professional development and attends regular training sessions which impact positively on her provision. She is keen to provide high-quality care and learning. She uses systems effectively to ensure that parents receive meaningful information about their child's day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibility to keep children safe. She carries out effective risk assessments of her premises and local facilities that children use. The childminder teaches children appropriately about risks during adventurous play and encourages their understanding of how to keep themselves safe. The childminder has a good working knowledge of the local arrangements for safeguarding and is knowledgeable about the action she would take should she have a concern about a child. The childminder attends regular training and has completed sessions to extend her knowledge and understanding of specific aspects of keeping children safe, such as the 'Prevent' duty.

What does the setting need to do to improve?

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

- focus more precisely on what individual children need to learn next when supporting their play and learning.

Setting details

Unique reference number	EY486663
Local authority	Warwickshire
Inspection number	10276499
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	18 July 2017

Information about this early years setting

The childminder registered in 2015 and lives in Rugby. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an approved qualification at level 3.

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023