

# Childminder report

<b>Inspection date</b>	26 November 2018
Previous inspection date	12 October 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder observes children as they play and assesses what they need to learn next. She provides a good range of stimulating activities and resources that ignite children's interests. Children make good progress.
- Children have good opportunities to learn about the world and explore the local community. This helps them to develop their social skills and positive attitudes towards other children with different backgrounds.
- The childminder is a good role model. She reminds children of the expectations of behaviour. She praises children frequently for their efforts and achievements, which helps to motivate them to learn and build their self-esteem.
- The childminder regularly shares information with parents about their child's day and provides them with ideas and suggestions to extend their child's learning at home. Children benefit from a consistent approach in their care and learning, which helps them to make good progress.
- The childminder considers the views of parents and children to help improve her provision. Parents' comments show that they are pleased with the support they receive and the care and learning opportunities that are on offer for their child.
- The childminder does not consistently make the most of opportunities to ask questions that challenge children's thinking and help them to extend their ideas.
- The childminder has not fully explored ways to enhance her professional development, to help raise the quality of teaching and learning to an even higher level.

## What the setting needs to do to improve further

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

- provide increased opportunities for children to develop their thinking skills and to support them to develop their ideas
- extend the current arrangements for professional development that provide more opportunities to enhance the quality of teaching even higher.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector looked at a range of documents and checked evidence of the childminder's qualifications and the suitability of all adults living in the premises.
- The inspector carried out an evaluation of an activity with the childminder.
- The inspector took account of the views of parents expressed in written correspondence.

### Inspector

Rupinder Phullar

## Inspection findings

### Effectiveness of leadership and management is good

The childminder has worked closely with the local authority and addressed the actions from the previous inspection. For example, she has improved systems to gain information from parents and uses this to inform future planning. The childminder has a good overview of her assistant's practice and ensures they attend appropriate training, such as first aid, to keep children safe. She attends training to keep up to date with changes in legislation. This helps to improve the outcomes for children. Safeguarding is effective. The childminder understands what action to take if she has any concerns about a child's welfare. She is vigilant and confident to identify possible signs and symptoms of child abuse. The childminder shows good knowledge of wider safeguarding issues and keeps up to date with safeguarding training and information.

### Quality of teaching, learning and assessment is good

The childminder is well qualified. She successfully plans activities around different topics and areas of learning. She identifies what the children need to learn next and incorporates this learning through their interests well. The childminder follows children's suggestions of activities to motivate them to learn. Children enjoy listening to the childminder read and freely contribute their views. They might predict what will come next in the story. Children count and recognise shapes. They are imaginative and enjoy role-play activities. They imitate experiences from home, such as baking cakes. The childminder joins in their play and uses these opportunities to respond to questions children ask and help children recall previous experiences. Children's communication and language skills are supported well.

### Personal development, behaviour and welfare are good

Children are warmly welcomed in the childminder's home where their emotional needs are very well supported. They seek comfort and reassurance from her and are keen to include her in their play. The children demonstrate that they feel safe and secure in her care. She has good settling-in procedures which match each child's needs. These help ensure that children develop positive attachments with the childminder and are ready for the move from their home to her care. Children's growing independence is encouraged in handwashing and toileting. Children have many opportunities to be physically active and spend time outdoors in the fresh air, such as in the childminder's garden. Children enjoy healthy snack options and are provided with plenty of water to drink. Children learn about the benefits of living healthy lifestyles.

### Outcomes for children are good

Children are confident, curious and active learners. Children are learning to use a variety of tools for different purposes. For example, they feed themselves with a spoon and use tweezers competently. Children have many opportunities to make marks with different materials, such as water and paintbrushes. They are making good progress and gaining the key skills they need for their next stage in learning and their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY460191
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10084771
<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</b>	1 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	24
<b>Date of previous inspection</b>	12 October 2017

The childminder registered in 2013. She operates all year round, from 7.30am until 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 6. She works with an assistant.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

