

Childminder report

Inspection date: 4 March 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and relaxed in the childminder's home. The childminder provides a nurturing and stimulating environment for the children to play and learn. Children develop strong attachments to the caring childminder. As a result, they are confident and settled. Children happily receive and give cuddles. They welcome the encouragement and the abundance of praise for their achievements, which helps them to feel valued and raise their self-esteem. Children learn through a balance of child-initiated and adult-led learning opportunities. As a result, children make good progress from their starting points. Children have lots of enjoyable opportunities to learn about the world around them. They take part in regular outings in the local community. For example, they enjoy choosing different books to borrow from the mobile library and visit the local park where they learn to be physically active. Children learn to carry out small tasks and develop their independence skills in preparation for their eventual move to school. Children's behaviour is excellent. They learn to share, take turns and play harmoniously together.

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

- The childminder displays a clear understanding of how children learn and develop. She carries out observations and assessments as children play to identify their next stages in learning. She shares children's progress with parents and encourages them to extend their children's learning at home.
- Partnerships with parents are strong. The childminder gathers information from parents about their child's individual needs and abilities before starting. Parents are complimentary about the childminder and say that she always has children's best interests at heart and their children are safe and comfortable in her care.
- Children display a love of singing and stories. They listen to the childminder as she enthusiastically reads to them and enjoy popular action songs and nursery rhymes. The childminder enthusiastically joins in with children's role play and supports their imagination. Children enjoy acting out real-life events. They show care and consideration when handling dolls and pretend to feed them with a spoon.
- The childminder provides interesting resources and activities that inspire children's exploration. The designated playroom is thoughtfully arranged to allow children to choose the direction of their play and learning. However, the childminder does not always ensure children can freely choose from a wide range of mark-making and artistic resources, which help them to express themselves creatively and develop their early writing skills.
- Children are supported well to develop their communication and language skills. The childminder introduces new words to support their growing vocabulary. She asks a range of open-ended questions as children play, to support their

conversation and thinking skills. However, on occasions, the childminder does not give children enough time to think and respond before offering answers and ideas.

- The childminder helps children to discover mathematics as they play. Children sort shells into matching pairs and group different animals together. They enjoy learning about nature and the natural world. Children have lots of fun exploring different toy sea creatures and giggle as they discover a toy lobster, exclaiming that it 'looks like a big spider'.
- The childminder keeps her knowledge and skills up to date. She is part of a network of local childminders. They frequently meet together with their minded children to share knowledge and ideas to help to support each other to continually improve their practice. Children develop their social skills and wider friendships as they play and join in with fun activities with other minded children.
- The childminder has formed good links with the local nursery school staff. They work together to share information on children's learning and their individual needs. This helps children to receive continuity in their care and learning. The childminder reflects on her practice to identify areas for development. She is enthusiastic and endeavours to give children the best possible start in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to ensure she protects children from harm. She displays a good awareness of the signs and symptoms that may indicate a child is at risk of abuse and neglect. The childminder understands her duty to report safeguarding matters to appropriate safeguarding professionals. She has comprehensive policies in place and understands the procedures to follow if she has concerns over a child's welfare. The childminder has a clear understanding of wider safeguarding concerns, including children being drawn into extreme situations. The childminder is qualified in paediatric first aid. She conducts regular risk assessments of her home and garden and when children take part in outings, to ensure children's safety.

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 enough time to process and respond to questions, to further enhance their thinking skills
- maximise opportunities for children to access mark-making and artistic resources, which support their early writing skills and creativity.

Setting details

Unique reference number	268427
Local authority	Warwickshire
Inspection number	10115994
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	1 to 10
Total number of places	3
Number of children on roll	5
Date of previous inspection	5 February 2013

Information about this early years setting

The childminder registered in 2000. She lives in Kingsbury, Staffordshire. The childminder operates from 7.30am to 6pm Monday to Friday, all year round. She has a level 3 qualification in childcare, learning and development.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- The quality of teaching and the impact on children's learning was observed and evaluated by the inspector.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written testimonials.

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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