

Childminder report

Inspection date: 14 July 2021

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

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children are happy and feel safe and secure with the childminder, who is warm and caring towards them. They seek her out to play and they have fun together. Children show high levels of confidence and self-esteem. They are eager to show visitors around the childminder's home and point out areas in the room that are of interest to them, such as which chair they sit on in the dining room and the drinks dispensers.

Children use clear speech and their developing vocabulary to explain how things work, such as the timed beeper they use when washing their hands. Children are developing independence skills. They dress themselves competently with little help from the childminder. Children are developing a range of skills, they show how they write their names and can confidently name letters. They show off their attempts to skip with a rope and count high numbers of objects that they have lined up.

Children fully engage in the wide range of activities provided for them, which ignite their thirst for learning. They have opportunities to develop their smaller hand muscles when they squeeze the trigger to operate the garden hose. They laugh continuously as the water splashes back at them from a tray. The childminder has high expectations of what children can achieve and has developed a well-thought out curriculum. Children make good progress in their learning and acquire the necessary skills for their eventual move to school.

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

- The childminder has made improvements since the last inspection. She has taken effective steps to ensure her policy for the use of mobile phones and devices is implemented well in her setting. This helps to ensure that children are safe and protected from the potential misuse of devices with camera technology.
- The childminder knows the children very well. She uses the information she gathers through observation and assessment to help her to plan what she teaches them next. She uses activities and routines well to help children to develop their skills and understanding.
- The childminder takes time to prepare children for their activities. They choose the resources together and talk about the animals they have selected. The childminder skilfully introduces additional resources, which show the animal's footprints and supports children's understanding even further.
- Children squeal with excitement as they spray purple bath foam into the large tray and watch it expand. They use their imagination and hide farm animals inside the foam. They move on in their play and say they are making 'ice creams' to make the animals happy. During open-ended play, the childminder does not always take a step back to enable children to continue with their

imaginative play and self-expression. At times, this can prevent the natural flow of the children's play.

- As a result of the COVID-19 (coronavirus) pandemic, the childminder made changes to some of the ways she operates. She greets children and parents at the front door with a brief exchange of information and uses an online system throughout the day to communicate further with parents, sharing more detailed information about their children's learning. When children could not attend, she regularly contacted them and their parents through video calling and safely delivered play resources to their homes. Parents say that they are very happy with the information and support they receive from the childminder, which helps them to continue their child's learning at home.
- Children learn about the importance of a healthy lifestyle. They are provided with opportunities to be involved with and make decisions about healthy snacks they would like. They wash their hands ready for snack while discussing which fruits of apples, bananas, or blueberries they would like.
- Speech and language is modelled very well by the childminder. She consistently engages children in interesting conversations about a range of subjects. She encourages them to use language to share their thoughts and opinions. Children receive gentle corrections as she repeats back what they have said. Children enjoy listening to favourite stories read by the childminder. They repeat the key phrases in the story, laughing along with the childminder.
- Children's behaviour is good. The childminder explains her 'rules' and uses these with children to help them to learn to manage their own behaviour and find solutions together.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her training up to date. She has a robust understanding of the procedures to be followed in the event of concerns about a child or in the event that an allegation is made against an adult living or working in the home. She understands of the indicators that a child is at risk of abuse. She has improved the implementation of her safeguarding policy and uses a range of other policies, procedures and documentation, which support her to keep children safe and protected from harm. The childminder has hygiene measures in place to ensure the health and safety of children attending.

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 more time to explore during open-ended play to help them to maximise their own imagination and self-expression.

Setting details

Unique reference number	EY381645
Local authority	Warwickshire
Inspection number	10147049
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 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 February 2020

Information about this early years setting

The childminder registered in 2008. She lives in Bulkington, in Warwickshire. The childminder operates all year round from 7.30am to 6pm on Monday to Thursday and from 7.30am to 9am and 3pm to 5pm on Friday, except for bank holidays and family holidays. The childminder holds a recognised early years qualification at level 2 and a teaching assistant qualification at level 3.

Information about this inspection

Inspector
Suzanne Taylor

Inspection activities

- This is the first routine inspection the childminder has received since the COVID-19 (coronavirus) 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 discussion together to understand how the setting is organised and how the curriculum is arranged.
- The childminder and inspector jointly evaluated an activity. The inspector observed the quality of teaching throughout the inspection and considered the impact that the quality of teaching has on children's learning.
- The inspector took account of the views of parents from the written information that was provided. The inspector spoke with children and took account of their views.
- The inspector spoke to the childminder throughout the inspection and held a leadership discussion.
- The inspector viewed a range of policies, procedures and other documentation, including evidence of qualifications and suitability checks.

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 2021