

Childminder report

Inspection date:

24 November 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They have lots of fun as they engage in a range of activities on offer to them. Children comment that they like 'getting messy' as they play with paint. Older children are extremely courteous and helpful towards each other. For example, they offer to help their younger peers get ready for outdoor play, putting on their coats and boots, for example. Children behave well. They confidently ask the childminder for help where it is required. The childminder deploys herself well to supervise the children as they play.

Children are flourishing at the setting. The childminder works well in partnership with others. She gains and shares key information about the children to ensure their individual needs can be met. Children enjoy sensory activities, such as play dough. They smile and laugh as they pull, stretch and flatten the play dough onto the table. Children are keen to share their achievement with the childminder, who praises them in recognition of what they have done well. Children are excellent communicators. They also show high levels of concentration as they attempt to use the tweezers to put 'acorns' onto the tree. Children enjoy filling and emptying different-sized containers with sand.

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

- The childminder is passionate about her role. She uses the views of others to make continued improvements to the overall quality of the setting and to help enhance outcomes for children. This includes identifying and undertaking relevant training for her own professional development, which has helped to improve the quality of teaching that children receive.
- The childminder has a clear understanding of her curriculum, which covers all areas of learning. She places focus on supporting children's communication and language. She does this through the use of stories and familiar rhymes. However, the childminder has not thought well enough about the organisation of the outdoor environment, to ensure that children remain fully engaged in their learning while they play outside.
- The childminder finds out children's starting points from parents. She also completes her own assessments on the children to identify what they already know and can do. She uses this to plan a range of activities for the children to engage with. However, at times, she does not adapt activities to suit the different ages and stages of children's development. This results in occasions when children are not fully able to achieve the learning intention set.
- The support in place for children with special educational needs and/or disabilities (SEND) is excellent. The childminder uses the information gathered from parents and her own observations and/or assessments to identify any gaps in children's learning. She immediately makes referrals to ensure that children

receive the support they require. The childminder continuously sets targets for children with SEND to prevent them from falling behind in their learning. Children make good progress in their learning from their starting points.

- The childminder shares observations with parents. She also finds out about children's individual needs before they start. However, the childminder does not ensure that parents are kept fully informed about their child's progress and ways that they can continue their child's learning at home. Nevertheless, parents comment extremely positively about the childminder. They state that they can see the progress in their child's development.
- The childminder supports children to learn how they can live healthy lifestyles. She does this by providing them with a range of balanced meals. Children are given access to plenty of fluids to stay hydrated as they play. The childminder also encourages children to wash their hands regularly. She supports them to keep themselves clean, by wiping their noses and following their individual care routines as needed.
- The childminder follows children's individual needs throughout the day. She recognises when they show signs of tiredness and/or hunger. The childminder ensures that babies are kept within sight and hearing while they sleep. Older children are monitored regularly while they sleep to ensure their safety.
- The childminder celebrates a range of events throughout the year. She uses these to teach the children about themselves and others. Consequently, children are very respectful towards each other.
- The childminder places focus on supporting children's well-being. She takes steps to ensure that settling-in sessions are tailored to suit each individual child. The childminder also works well with other settings that children attend, to ensure that children receive consistency in their care and/or learning.

Safeguarding

The arrangements for safeguarding are effective.

The setting is safe, secure and clean. The childminder's knowledge of safeguarding is secure. She keeps herself abreast of relevant changes and updates her assistants and parents of this information. The childminder works well alongside other professionals who are already involved with the children and their families to share information and to ensure that children are kept safe from harm. Her knowledge of the different types of abuse is good. The childminder is able to describe the action she would take if she was concerned about the welfare of a child or the suitability of an assistant. The childminder's knowledge of the steps she would take in the event of an emergency is good.

What does the setting need to do to improve?

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

- enhance partnership with parents, to ensure they are kept fully informed about their child's progress and ways they can continue their child's learning at home
- adapt activities to meet the different ages and stages of children's development and to ensure that children are able to continue to thrive in their development
- review the organisation of the outdoors environment, to support children to remain engaged in their learning while they play outdoors.

Setting details

Unique reference number	EY390558
Local authority	Warwickshire
Inspection number	10220742
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 9
Total number of places	20
Number of children on roll	19
Date of previous inspection	5 January 2022

Information about this early years setting

The childminder registered in 2009 and operates from a co-childminder's home in Nuneaton. She works part time over the operational hours of 5.30am to 6.30pm, Monday to Friday, except for bank holidays. The childminder works with one or two co-childminders, and/or two assistants. She holds an early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Louise Chinyuku
Josephine Heath

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the childminder and have taken that into account in their evaluation of the childminder.
- The childminder joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn. She also spoke about how she supports children with SEND.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspectors with a sample of key documentation on request.
- The childminder showed the inspectors the setting and discussed how they ensure it is safe and suitable.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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