

# Childminder report

---

Inspection date: 26 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### The provision is good

Children are happy and thrive in the care of the childminder. They settle quickly and demonstrate that they feel safe because the childminder effectively plans the learning environment. Resources are carefully placed to spark children's curiosity and encourage them to ask questions. For example, teddy bears wear a befeater costume because children are learning about the King's Coronation. Children recall what they learned during their walk. They enthusiastically respond that they saw a bird in a puddle and he was splashing. The childminder praises children when they contribute to discussions. Children develop their vocabulary as they search for hidden animals in the tray. They repeat their name and the sounds they make as they match the pictures of the animals with the toy.

The childminder takes pride in learning about the unique traditions that children celebrate at home. For example, they learn about their friends' heritages and how they celebrate different cultural festivals. This helps children to develop knowledge of the world around them. Children access a range of books and enjoy sitting and reading with the childminder. They become fascinated by the story about feelings and get excited when they recognise the emotions expressed on the page. This helps children to understand the different emotions they may have. Children develop their gross motor skills when they visit the local park and climb the steps on the climbing frame or balance down the slide.

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

- The childminder gathers information about children when they start. She uses this to identify gaps in their learning. The childminder regularly assesses their achievements across the seven areas of learning. When the childminder identifies delays, she swiftly puts strategies into place at the earliest opportunity to help children to make good progress.
- The childminder is reflective of her provision and reviews what she wants to provide for the children. She attends mandatory training to keep her knowledge up to date with regards to paediatric first aid and safeguarding. However, the childminder has not yet focused her professional development sharply enough to raise the quality of teaching to the highest level.
- Generally, children behave well. The childminder has put some strategies in place to support children to learn about positive behaviours. For instance, the childminder spends time at children's eye level and talks to them about their behaviours. Children quickly stop the negative behaviours they are displaying. However, at times, the childminder's approach is not always consistent in helping children to understand the consequences of their actions and how this can affect others.
- Parents and children share positive feedback about the childminder. Families feel

valued and welcomed, and have seen their children make good progress since attending. Older children share how wonderful the childminder is and love all the craft activities they do.

- The childminder works in close partnership with parents and other professionals to ensure children have a well-rounded approach to their learning and development. The childminder prepares children well in preparation for transitions to school. She shares assessment reports with the schools to ensure the right support is in place, ready for when children go on to school.
- The childminder supports children to become independent. She helps children to learn how to manage their self-care skills. The childminder encourages children to wash their hands before mealtimes and explains why it is important to wash the germs away.
- The childminder uses children's interests to engage them in their learning. For example, children's interest in animals supports their next steps to learn to count. This helps to develop their knowledge of mathematical concepts, such as numbers as they count the amount of spots on the animal's back.
- Children learn about healthy lifestyles through stories and activities. The childminder talks to children about healthy and unhealthy food. They learn about the importance of cleaning their teeth to keep them healthy.
- The childminder promotes children's personal safety. She ensures children remain safe during outings through consistent and rigorous procedures. The childminder explains clearly to children the rules and boundaries when crossing the road. This helps children learn how to keep themselves safe.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is extremely knowledgeable about child protection issues. She recognises the possible signs a child may be at risk of harm. The childminder understands the importance of reporting any concerns to the local authority safeguarding partners for children and for a person in a position of trust. The childminder is vigilant while children are sleeping and carries out regular checks to ensure they are safe. She supervises children at all times during mealtimes to ensure she can respond to their personal needs.

## What does the setting need to do to improve?

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

- review behaviour management strategies to further promote positive behaviours and help children to understand how their actions can affect others
- develop your professional knowledge by engaging even further in training to enhance the quality of teaching to the highest level.

## Setting details

<b>Unique reference number</b>	201333
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10279914
<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 at time of inspection</b>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	20 September 2017

## Information about this early years setting

The childminder registered in 2000 and lives in Kineton, Warwickshire. She operates from 7.30am until 5.30pm, Monday to Thursday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Katherine Wilson

## 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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the early years provision is organised, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared written feedback of their views of the setting.
- 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](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 <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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023