

# Childminder report

<b>Inspection date</b>	29 November 2018
Previous inspection date	21 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 is determined to help children do the absolute best they can. She provides a wide range of stimulating and interesting activities that ignite children's interests and motivates them to learn. This also means they can join their friends in any activity that takes their interest.
- The childminder reads stories in an engaging manner. She encourages children to find different objects and characters in the illustrations. This helps to support children's early literacy skills and promotes their enjoyment of books.
- The childminder has a lovely rapport with the children and speaks to them in a respectful manner. She supports children to manage their own behaviour and understand the needs of others. Children are frequently praised for their efforts and encouraged to share and take turns. This creates a positive environment for children to play and learn in.
- The childminder consider the views of parents and acts on their suggestions to help benefit the experiences children receive. Parents are very pleased with the service that the childminder offers, and the care and learning experiences that their children receive.
- In her eagerness for children to learn new things, at times, the childminder does not give children enough time or opportunity to process the question she asks and find their own solutions.
- At times, the childminder does not give clear guidance to help children fully understand the importance of handling tools safely.
- 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 children with even more time and opportunities to process their own thoughts and find their own solutions
- make better use of everyday routines and experiences to strengthen children's understanding of the importance of handling tools safely
- extend the current arrangements for professional development that provide more opportunities to raise the quality of teaching even higher.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors 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 spoke to parents and took account of their views expressed in written correspondence.

### Inspector

Rupinder Phullar

## Inspection findings

### Effectiveness of leadership and management is good

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 a good knowledge of wider safeguarding issues and keeps up to date with safeguarding training and information. The childminder shares her policies and procedures with parents and information about how she promotes children's development. This helps parents to understand what to expect for their children. The childminder attends mandatory training, such as first aid, to keep up to date with changes in the guidance. This helps her to improve the outcomes for children.

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

The childminder models very good communication and language skills. She is keen for children to be strong communicators and makes sure their day is rich with language. The childminder has successful partnerships with parents. For example, she uses daily diaries and shares children's learning records to keep parents informed. The information they share helps her to make accurate assessments of children's progress and plan effectively for their next steps in learning. Children explore independently from the wide range of activities and resources that are on offer. They enjoy taking part in role-play activities. For example, they imitate the different noises that dinosaurs would make. The childminder joins in, talks about the various types of dinosaurs and encourages children to notice any differences. Children's knowledge and understanding of the natural world is supported effectively. They recognise, count and compare sizes. Children develop a good understanding of mathematical language, such as 'under', 'over', 'big' and 'small'.

### Personal development, behaviour and welfare are good

The childminder is warm and responsive in her interactions with children. She uses good settling-in procedures to help children form secure bonds with her. Children are happy and settled in her care. The childminder supports the development of children's self-care skills by encouraging them to clean their hands thoroughly before they eat. Children benefit from fresh air and exercise daily. They regularly go on outings in the local community. Here, they mix with children and adults from the diverse community. This helps to promote their social skills and develop an appreciation for other cultures and backgrounds beyond their own experiences.

### Outcomes for children are good

Children's social and emotional development is supported well. They are confident, curious and active learners. Children greet visitors with enthusiasm and freely share their views with them and ask questions. They begin to use technology for a purpose. For example, they use electronic musical instruments and enjoy listening to different sounds. Children are confident in their physical abilities. For example, they skilfully avoid obstacles while riding wheeled toys. Children recognise and use numbers in their play. They have opportunities to make marks using different materials, such as paints and dough. Children enjoy listening to stories. They learn a wide range of skills, which prepares them well for their next stage in learning and their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY396284
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10069252
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	21 November 2014

The childminder registered in 2009 and lives in Coventry. The childminder holds an early years qualification at level 3. She operates all year round from 7.30am until 5.15pm, Monday to Friday, except for bank holidays and family holidays.

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)

