

# Childminder report

<b>Inspection date</b>	26 July 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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

- Children settle very well with the childminder and her assistant. The childminder quickly develops strong relationships with the children. Her effective settling-in procedure supports this.
- Partnerships with parents are good. Parents speak very highly of the childminder. They say the setting is a safe and secure environment with plenty of room for their children to play.
- The childminder provides a stimulating learning environment. Children point to their comments about what they like at the setting and the photographs of themselves which are prominently displayed. The good range of resources supports their play and learning well.
- The childminder has effective systems in place for monitoring children's progress and development. All children, including those in receipt of additional funding, make good progress.
- The childminder forges good relationships with the school that the children attend. She finds out about what children are learning at school, and this helps to further enhance their knowledge.
- Adult-led activities do not consistently offer challenge to older children to ensure their learning needs are fully met.
- The childminder's processes for self-evaluation do not fully support her to identify areas for development to further raise the quality of the provision.

## What the setting needs to do to improve further

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

- boost teaching further and make the most of opportunities to provide challenges for older children during adult-led activities in order to enhance their learning
- enhance the processes for self-evaluation to include feedback and views of parents and children in order to support the identification of areas for development to further raise the quality of the provision.

### Inspection activities

- The inspector observed children engaged in a variety of activities, indoors and outdoors. She completed a joint observation with the childminder.
- The inspector viewed evidence of the suitability of all adults living and working on the childminding premises.
- The inspector looked at a sample of policies, training records and children's assessment records. She discussed the childminder's self-evaluation.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the written views of parents.

**Inspector**  
Jyoti Jaspal

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of her role and responsibilities. She understands the importance of safeguarding and reporting concerns about children's welfare and who to report them to. She ensures that her assistant is kept up to date with legislation and has a good understanding of safeguarding procedures. The childminder builds positive relationships with parents. She gathers important information about children from parents when the children start. This helps assess children's starting points and helps them to settle quickly. She uses an online system to support her to monitor children's learning and development, in addition to the daily conversations with parents. The childminder monitors her assistant's practice through regular observations, supervision and feedback. The childminder ensures she stays up to date with training such as improving learning through play.

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

The childminder knows each child very well. The childminder and her assistant speak to parents regularly so they can incorporate children's interests at home in their activities. The childminder supports children's language development well through conversation. When children take part in a cake decorating activity, the childminder encourages them to talk about how they want to use the decorating ingredients. She supports them to think carefully about where to place the ingredients to design faces on their cakes which represent feelings. The children develop their counting skills and mathematical language well and identify shapes for the nose and mouth, such as a triangle and circle.

### Personal development, behaviour and welfare are good

The childminder works closely with parents to plan settling-in sessions. These are arranged and extended according to each individual child's needs. The childminder teaches children to adopt good hygiene routines by supporting the development of their self-care skills. For example, they wash their hands before enjoying healthy snacks and meals. Children gain independence as the childminder encourages them to help themselves to plates from the cupboard. They make independent choices about how to spend their time, including whether to play indoors or outdoors. They have daily opportunities to develop their physical skills. For example, they use ride-on toys and chase bubbles in the garden. Children display good behaviour and speak to each other with respect. The childminder supports children's creative and imagination skills by complementing the topic they currently work on at school. For example, children are enjoying learning more about 'under the sea', and they are creating and painting pictures of different creatures. They also enjoy making treasure boxes in preparation for their treasure hunt.

### Outcomes for children are good

Children are gaining the skills they need to move on to pre-school or school. Older children make good use of language and confidently interact with one another. Younger children recognise letters and call out 'a' for 'apple'. Children enjoy regular visits out which help to broaden their experiences and support their social skills. For example, they go to story time at the art gallery and visit local parks and the farm.

## Setting details

<b>Unique reference number</b>	EY542339
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10090133
<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 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017 and lives in Coventry. She works Monday to Friday from 7am to 6pm, all year round, except for bank holidays and family holidays. She works with an assistant. She provides early education funded places for children aged two, three and four years.

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)

