

Childminder report

Inspection date: 23 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy the time they spend in this warm, welcoming, homely and safe environment. They are very settled and explore the environment freely. Children are motivated and have a real desire to learn. They are eager to take part in the wide range of activities that stimulate their interest and imagination. For example, during role play they pretend mummy is walking up the stairs.

Children develop an understanding of the world as they play. They explore different textures, such as water and cereal. They fill a variety of different containers and curiously watch as these empty. Children have a go at feeling the changes in texture as they mix cereal with water and learn new language, such as 'squidgy' and 'slimy'.

Children learn about their local community. They visit places of interest, such as the library, and meet with other children at local groups. This helps to develop their confidence and social skills in different situations. Children learn about where food comes from. For example, they go to the allotment with the childminder, where they plant and harvest vegetables. Children behave well. The childminder deals with any behavioural issues in a sensitive and calm manner.

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

- The childminder has a strong commitment to providing good care and learning experiences for children. She continually reflects on her practice and makes improvements that will benefit children. She seeks the views of parents and acts on any suggestions to help raise the quality of the provision.
- The childminder attends training to keep up to date with new initiatives and ideas. She regularly meets with other childminders and uses this opportunity to share examples of best practice and to improve outcomes for children.
- The childminder knows the children well. She gathers information from parents from the start about what children already know and can do. She uses this information to plan effectively for children's learning. Children learn the skills that they need to support them in the next stage of their learning, including their move to school.
- The childminder has established a two-way flow of information with parents to ensure there is consistency in children's learning. She uses her assessments to help identify and address any gaps in children's learning. Parents are happy with the care their children receive. They comment that their children take part in lots of fun activities which keep them stimulated and help with their learning.
- Children form strong attachments with the childminder. They show through their behaviour that they feel safe in her care. They readily involve the childminder in their play. All children show high levels of independence and confidence. They

talk to visitors about what they are playing with and learn to manage routine tasks for themselves.

- The childminder is a good role model and treats the children with respect. She praises and encourages them frequently, which helps to build on their self-esteem and confidence. Children have built positive friendships with others and play well together.
- The childminder supports children's good health effectively. She encourages them to wash their hands at appropriate times of the day. Children know the reasons for washing germs away. They enjoy healthy and nutritious meals and snacks. Children have plenty of opportunities to be physically active, for example they regularly play in the childminder's garden.
- The childminder joins in as children play and models new vocabulary. However, at times, she misses opportunities to develop children's thinking and speaking skills. Sometimes, she is too quick to answer the questions that she asks children.
- Overall, the environment is planned effectively. However, at times, there are too many distractions in the environment for children to become deeply involved in their play.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs that may indicate a child is at risk of abuse or neglect. This also includes wider safeguarding issues, such as preventing children from being drawn into extreme situations. She fully understands the procedures to follow if she has any concerns and where to seek advice and support. The environment is safe and secure. The childminder carries out risk assessments of her home and any outings that children take part in.

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 opportunities to think for themselves and the time to respond to questions, to extend their learning even further
- help children to develop their concentration skills further and to become deeply involved in their learning.

Setting details

Unique reference number	260693
Local authority	Coventry
Inspection number	10070166
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	24 March 2015

Information about this early years setting

The childminder registered in 2001 and lives in Coventry. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Rupi Phullar

Inspection activities

- The inspector carried out a learning walk and evaluated an activity with the childminder to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and children.
- The inspector looked at relevant documentation and evidence of the suitability of persons living on the premises.
- The inspector took into account the views of parents by reading written references.

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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