

Childminder report

Inspection date: 24 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder is kind, warm and caring towards the children who attend the setting. She has a good sense of fun as she plays with the children, and children are happy being with her. The childminder's home is spacious, clean and well organised. A broad range of resources are carefully arranged so that children can make independent choices about what they would like to play with.

The childminder finds out about what children can do from the start, and uses this information to plan for what children need to learn next. She has high expectations of what children can do and achieve. Children are keen to take part in activities with the childminder and are willing to 'have a go' when playing with dolls. For example, they make good attempts to put a nappy on a baby doll and are confident to ask for help when needed. The childminder makes regular assessments of children's progress and involves parents in this process. Children have fun with dolls and figures in role play as they act out their favourite stories with the childminder. Children confidently talk through what they are doing. The childminder helps to extend children's thinking by using her skills to ask further questions. Children are progressing well from their starting points. They are acquiring the skills they need to move on to their next stages in learning and for the eventual move on to school.

The childminder takes children to various sessions to experience play with larger groups of children. She also networks with other childminders to share expertise. The childminder accesses a broad range of online training to enhance her practice further. She uses various methods, including consultation with parents to evaluate her setting effectively. Parents speak highly of the care that their children receive and say that their children are learning and developing well with the childminder.

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

- The childminder plans and prepares a range of exciting activities and experiences to enrich and build on children's understanding of the world around them and provide further learning opportunities. She considers children's experiences so far and takes them to visit new parks and open spaces where they learn about the changes in seasons and collect natural items they have found.
- Children learn to be tolerant and accepting of each other's differences. The childminder has an abundant range of resources, including small-world play people, which she uses to help children learn about the diverse differences in people around us. Children celebrate a variety of festivals from different religions and cultures. She uses her network of childminders to share resources to use during activities with children.

- Children develop good communication skills. They listen and respond well to the childminder, who models language very well. She asks questions carefully, giving children time to think and answer, which develops their problem-solving skills further. She uses new words to help increase children's vocabulary and understanding of language. Children who speak English as an additional language learn speaking skills in English alongside their home language. The childminder is resourceful and uses dual-language books and key words she asks family members to share to support children to acquire English speaking skills and understanding.
- Children show high levels of excitement as they play with toy dinosaurs and talk about what they can do. They laugh and have fun with the childminder, who is enthusiastic in their play.
- Children behave well. The childminder uses appropriate strategies to support children to understand their own behaviour. She encourages positive behaviour by using gentle reminders that children respond well to.
- The childminder interacts well with children. She continually seeks opportunities to help children to develop their counting skills, colour recognition and speaking skills. For example, children count how many play figures are coming to the 'tea party'. They talk about the characters, the colour of their hair and the outfits they are wearing.
- Children develop independence in their personal hygiene routines. They are keen to wash their hands before they help to prepare healthy meals and snacks. The childminder talks with children about healthy foods and what happens when they eat healthily. Children play outdoors in the safe, secure and spacious garden. They access a range of wheeled toys, digging materials and role-play resources in the mud kitchen.
- The childminder has attended some training courses to increase her skills and understanding. There is further scope to focus on areas of learning and development more precisely to increase the learning opportunities for all children to progress to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a range of clearly written policies and procedures which she keeps up to date. These policies are written in line with the local safeguarding partnership. She uses her policies and well-maintained documentation to ensure that children's safety and welfare are promoted well. She has a strong understanding of the possible signs and symptoms of abuse and what to do if she has concerns about a child. She has a clear knowledge of the procedures to follow in the event that an allegation is made. She has robust risk assessments in place to ensure that the environment is safe at all times for children to attend.

What does the setting need to do to improve?

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

- focus professional development opportunities more precisely to raise the quality of teaching even further to support all children to make the highest possible progress in their learning and development.

Setting details

Unique reference number	EY544330
Local authority	Coventry
Inspection number	10098844
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	3
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 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 holds an appropriate qualification at level 6.

Information about this inspection

Inspector

Suzanne Taylor

Inspection activities

- The inspector observed teaching practice throughout the inspection and evaluated an activity with the childminder.
- Discussions were held at appropriate times during the inspection, including a discussion about the learning environment and how the curriculum is planned.
- The inspector took account of parents' views through written evidence provided.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector checked areas of the premises used for childminding. She held discussions about safeguarding with the childminder.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2019