

# Childminder report

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Inspection date: 4 November 2019

<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	Requires improvement

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

### The provision is good

Children are happy and settled in the childminder's care. She gives children's emotional security a high priority and ensures that they receive the individual attention that they need. The childminder encourages very young children to begin to select toys for themselves from boxes stored on low-level shelving. They choose to play with cars, and the childminder introduces turn taking as she pushes cars to them and then asks them to push the cars back to her. Children enjoy looking at books with the childminder and some of these contain different textures. However, the childminder does not fully support children's sensory exploration. The childminder interprets young children's wants and needs successfully as they communicate with her through gestures, expression and the tone of their voices. She encourages them to practise their handling skills while they play. However, the childminder does not make the most of opportunities, such as at mealtimes, to support the very young children in using these skills. Before care begins, the childminder asks parents to provide information about what their child knows and can do. She uses this information and her own observations to assess each child's stage of development. The childminder continues to work with parents to identify children's achievements and plan for the next steps in their learning.

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

- The childminder has made improvements to her provision since the last inspection. She has completed training and acted on the advice given by representatives of the local authority to address all issues that were raised. In addition, the childminder has completed training courses linked to children's learning and development. These include an online course to refresh her knowledge on teaching one- and two-year-olds. This helped her to decide on resources to promote the learning of these young children.
- The childminder supports children's speaking skills well. She encourages children to sing with her, and young children join in with actions, such as 'arms up, arms down'. They are beginning to progress from making sounds to saying single words. The childminder counts to three objects while she supports their play, and she asks them to say the numbers after her.
- Young children know how to operate toys with buttons and simple mechanisms. They play with toy mobile telephones and mimic what they have seen adults do. Their handling skills are good. However, the childminder does not fully support them in using their emerging skills for different purposes. At mealtimes, she does not encourage them to begin to use a spoon and practise hand-to-mouth coordination.
- The childminder asks older children to think about their behaviour and she helps them to understand how their behaviour affects others. She acknowledges positive behaviour with praise, and for some children she draws up a behaviour

chart. This helps to boost children's self-confidence. Children gain an understanding of similarities and differences, for example, with regard to traditions and beliefs outside of their own experience.

- The childminder provides some books that contain different textures and make sounds when children press buttons. Some soft toys are made of different fabrics. Children collect fallen leaves while out walking and the childminder supports them in hearing the crunching sound of dry leaves. She provides paper and writing tools for children. However, she does not fully consider how to provide a wider range of sensory play or mark-making experiences for children.
- Children develop independence, including managing their own hygiene and personal needs. The childminder helps them to gain an understanding of dangers and how to keep themselves safe. For example, children know that they must hold hands when out walking. They learn how to use the pedestrian crossing and how to cross over the road safely.
- Parents are very happy with the childminder's provision. They value the feedback she provides for them, verbally and in a daily diary. They are very pleased with the relationships children have with the childminder and they are happy with their children's progress.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to keep her child protection knowledge up to date. She is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. She is aware of her duty to prevent children being drawn into situations that put them at risk. The childminder identifies and successfully minimises potential risks in her home and garden. She is not currently using the garden because fence panels are being replaced and so she is not able to ensure that children cannot leave unsupervised and unwanted visitors cannot gain access. The childminder's house is secure.

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

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

- increase play materials for children's sensory exploration and for them to make marks in different ways
- support young children in using their emerging handling skills to help to feed themselves.

## Setting details

<b>Unique reference number</b>	EY537962
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10085977
<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 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	16 November 2018

## Information about this early years setting

The childminder registered in 2016 and lives in Coventry. She operates Monday to Friday from 8am until 6pm, except for family holidays.

## Information about this inspection

**Inspector**  
Jan Burnet

## Inspection activities

- The inspector observed activities while children played in the indoor play areas.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection, and she discussed teaching methods with the childminder.
- The inspector looked at evidence of the childminder's training and checked evidence of the suitability of adults living in the household.
- The inspector spoke to parents during the inspection and took account of their views about the childminder's provision.
- The inspector looked at a selection of children's records and planning, policies and procedures and a range of other documentation.

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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Piccadilly Gate  
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Manchester  
M1 2WD

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