

Childminder report

Inspection date:

19 November 2019

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this exceptional environment. They are happy and inspired to learn. Children feel secure and laugh heartily as they play and learn. Older children develop excellent self-care skills. Some can fully dress and undress themselves. Children's personal care and emotional security is a high priority. They start to learn about their own health, by not spreading germs when they cough. The childminder and her assistant are warm, kind and nurturing. The childminder has very high expectations for each child in her care to be the best they can be. An ambitious and captivating curriculum takes excellent account of the knowledge that children arrive with. Children's behaviour is exceptional. From a young age, they learn how to regulate their own behaviour. Positive language supports children to develop high levels of self-esteem. They are inquisitive and want to try new things. They develop good muscle control as they use a small knife to cut up a banana for snack. Children learn to enjoy books and understand how to make connections between what they see and know. They look at picture cards in the nursery rhyme bag. Children think about which rhyme it might be before they sing the rhyme. They follow simple instructions and see how their bodies work as they move in time to the sounds.

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

- Children make excellent progress. They continually smile as they play and explore. They laugh out loud as they peek from behind the window of the wall they build. The cohesive approach of the childminder and assistant to learning is highly effective. All children have excellent support to acquire the skills they will need for future learning. Children learn to start to count from 'the bottom' and that practice helps them to get better. Children are highly motivated learners who are immersed in the activities. During story times children talk about 'the moon and owls'. They learn about animals that 'only come out at night'. They recognise numbers as they count candles on the cake. They look at colours and how lollies are 'stripy'.
- The childminder knows the children very well. Very accurate assessment of each child's development means that there is a precise focus on what it is that children need to learn next. This is supported through an interesting and exciting curriculum. Teaching is planned and purposeful. Children learn how to keep themselves safe. They cross the road at the pedestrian crossing when the person turns green. They look both ways for approaching cars. Children consider what work people do as they walk in the local community.
- Children enjoy the repetition of language that the childminder and assistant expertly model. 'World nursery rhyme' week is a lovely way to support children's emerging vocabulary. Children explore how words sound. They listen as words rhyme together and repeat. They follow simple instructions that lead to

cooperative, interesting play. Children's excitement is infectious as they jump up from being a 'sleeping lion' to take part in games that develop their physical skills. They learn about routines. Children place a small wooden figure of themselves in a small house to acknowledge they have arrived.

- A range of excellent information keeps parents up to date and supports children's learning at home. Parents receive daily information about their children. This includes any issues that affect their child's well-being. Parents report that they are extremely pleased with care their children receive. The childminder forms close relationships with other provisions that children attend. She uses this link to complement what children are already learning and what they need to learn next to make rapid progress.
- A wealth of rich resources and experiences help children to learn about different traditions, festivals and celebrations in our diverse communities. The childminder's environment helps children to learn about different people who are outside of their own experiences. Children make connections to their own lives. They develop an understanding that families live in different places around the world.
- Children begin to learn about tolerance and respect. They think about how they feel and how their actions may affect others. Children begin to acknowledge their feelings when they are happy and sad. They learn about sharing, taking turns and waiting for others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge up to date about local procedures to safeguard children. She provides regular information so that her assistant is also familiar with their role and responsibility to keep children safe. The childminder and assistant both have a very good understanding of the signs and symptoms that indicate a child may be at risk or more vulnerable to risk of harm. They have the most recent details about how to report any concerns about a child in their care. The childminder is highly effective in considering and minimising risks to children. Her premises are secure and she makes a daily check of the environment to ensure that children play safely.

Setting details

Unique reference number	EY292821
Local authority	Coventry
Inspection number	10116073
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	10
Date of previous inspection	6 May 2016

Information about this early years setting

The childminder registered in 2004. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works alongside her husband who is her assistant. She provides funded early education for two-, three- and four-year-old children and holds a qualification at level 3.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- The inspector viewed all areas of the premises. She took account of how the childminder makes a risk assessment of the environment.
- A sample of documentation was seen. This included evidence of the suitability checks completed on all adults living at the premises. A selection of policies and procedures were looked at. The inspector viewed children's journals and how these are used to support children's learning.
- The childminder took part in evaluating activities that took place during the inspection. This considered the impact that teaching has on the children's learning.
- The inspector spoke to the childminder, her assistant and children. She observed the interactions between adults and the children throughout the inspection, including on a walk to school.

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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