

Childminder report

Inspection date: 19 November 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

The childminder builds close bonds with the children in her care and they develop a strong sense of emotional well-being. She promotes kindness towards others and supports young children in developing an understanding that some things are shared. Older children show consideration for others and appreciate that younger children are still learning behaviour expectations. The childminder monitors children's progress effectively, and planning for individual learning ensures that all children make as much progress as they can. Children are currently interested in activities that link to 'Road Safety Week'. Older children demonstrate good pencil control when they choose red, green and orange crayons and colour in pictures of traffic lights. The childminder invites them to use a large cardboard box to make a car. Young children understand when the childminder suggests they select the paper shape they need for the wheels. They copy her and make circular marks with glue on the box. Children pretend that a paper plate is a steering wheel and imagine that they are driving the car. The childminder continually supports children in extending their vocabulary. Older children express themselves clearly, for example, when they talk about the pictures they are drawing. Their pencil control is good, and they create circles and lines to draw pictures of their families. Younger children practise their good handling skills while playing with a variety of toys, such as toys with buttons, switches and flaps.

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

- The childminder keeps her early years knowledge current, for example, through training and proactive research. She is currently completing a speech and language training course to extend her already good teaching skills. Children make good progress across the seven areas of learning.
- The childminder interprets the needs of young children when they communicate through gestures and the sounds of their voices, while supporting their emerging speaking skills. Conversations with children include some open-ended questions, and the childminder gives them time to put their thoughts into words before expecting a response.
- Relationships are very good. The childminder agrees a gradual settling-in procedure with parents in accordance with their child's needs. This helps to ensure their emotional security when care begins. The childminder meets the needs of children, who play alongside each other and are at different stages of development. She helps older children to understand that the needs of younger children are different to their own. The childminder is consistent in her management of behaviour. She praises children for their efforts, achievements and positive behaviour, such as being helpful. This helps to boost their self-confidence.
- Children are keen to join in when the childminder suggests they delve into the

'singing bag'. They select cards which show pictures that represent different songs. The childminder supports young children's language development as she sings clearly and at a pace that encourages them to join in. Older children know a variety of songs and are self-assured when, for example, they pretend to be marching up and down a hill while singing a popular song.

- The childminder promotes children's confidence in social situations effectively and helps to prepare children for moving on to pre-school and school, such as through interactions with other children and adults at groups. Children develop some awareness of similarities and differences in society. However, the childminder has not fully considered ways to extend children's understanding of different families, communities and traditions beyond their own.
- Children learn to manage simple tasks for themselves, such as putting on coats and shoes. The childminder encourages children to keep on trying when they encounter setbacks, such as when they try to manipulate toys in a particular way. Children learn to manage their own hygiene and personal needs.
- The childminder promotes children's learning about the natural world. Children get involved in planting and growing, and enjoy bug hunts in the garden. They learn about life cycles. For example, under close supervision, they help collect frogspawn from the garden pond and observe as it changes into tadpoles and frogs.
- The childminder and the parents regularly share information to ensure consistency for children regarding their different abilities and care needs. Parents share extremely positive views about the childminder. They comment on the progress their children have made since attending and say that communication is very good. Parents describe the childminder as being kind, caring, nurturing and professional. They are very happy with the nutritious food the childminder provides for their children.

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. The childminder is aware of the duty to prevent children from being drawn into situations that put them at risk. She makes sure that her house and garden are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access. She identifies and successfully minimises potential risks in her home. For example, a pond in the garden has a secure cover.

What does the setting need to do to improve?

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

- extend support for children to develop a greater understanding of different families, communities and traditions beyond their own.

Setting details

Unique reference number	EY262692
Local authority	Coventry
Inspection number	10062270
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	6
Date of previous inspection	10 September 2015

Information about this early years setting

The childminder registered in 2003 and lives in Coventry. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- The inspector observed activities while children played in the indoor play area.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector 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 looked at a selection of children's assessment records and planning, policies and procedures, and a range of other documentation.
- The inspector took account of parents' views about the provision.

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
Store Street
Manchester
M1 2WD

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