

Childminder report

Inspection date: 4 December 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 enjoy their time with the childminder. They access a range of toys and equipment that support their learning and care. Their emotional well-being is a high priority. The childminder is kind, warm and nurturing. Children form close, secure bonds with the childminder. They laugh and giggle as she talks to them. They call her for support when they need help. Children learn about tolerance and respect as the childminder introduces simple rules. They take turns and begin to share. Children's interests are a focus in their learning. Children acquire the skills they will need for their future learning. They become confident and motivated learners. Younger children play alongside older children and watch carefully as they learn how to play. Older children show protective traits around younger children. Behaviour is good. Children look at books together with the childminder, and they recall what they know about the pictures. They develop high levels of self-esteem and want to take part in activities. Daily risk assessments ensure that children play in a safe environment, where risks are minimised. Weekly visits to local groups provide opportunities for children to socialise and meet others in the community. The childminder has high expectations for each child to be the best they can be.

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

- The childminder knows the children well. She recognises signs in each child when they are tired, uncomfortable or hungry. She responds to their needs immediately. Children are very secure in her care; they look to her for comfort and reassurance. She constantly provides children with positive re-enforcement. This quickly soothes any minor distress and children settle quickly into play. Children's behaviour is good. They show a sense of understanding of the needs of others. Children recognise that their behaviour may have an impact on others.
- Good hygiene practice is introduced. Children learn to wipe their hands and faces. Older children develop a sense of independence as they put their own shoes on. Children's physical development is well supported. Young children are supported in building muscle strength for walking. Older children develop their fine muscle control. They hold crayons and practise mark making in their emerging writing skills. Children have access to the garden where they can run and play.
- Accurate assessment of each child's learning means that teaching is precise and focuses on the next steps for each child. Children make very good progress. They build with bricks and use their imagination as they design 'a castle', then 'robots'. Children begin to count and recognise colours. The childminder skilfully introduces early mathematics. She talks to children about 'smaller' and 'bigger'. Children understand this and search out objects of the correct size. That said, the childminder does not always fully explore what children can do for themselves in creative play.

- The childminder models language well. She breaks down words so that younger children can see how these are formed. She repeats words that are familiar. Young children babble constantly and the childminder responds to them. They start to say single words. Older children are confident, accomplished speakers. They know what they want and can make themselves understood.
- A focus on training keeps the childminder's practice up to date. She is familiar with recent changes in the local authority's way of working. The childminder develops strong relationships with parents at the start of a child's placement. She obtains good information from parents about what their children can do. She makes good links with other settings that children attend so she can continue to support children's learning. This has a positive impact on the quality of the care she provides.
- Children learn about the wider world. They begin to understand the diverse communities in our society. Toys and resources depict different people. Children explore a variety of traditions and celebrations throughout the year. However, the childminder does not yet fully consider how children learn about the range of different families so that children can value all people.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training to keep up to date with local procedures. She is aware of her role and responsibility to keep children safe. The childminder has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She has the most recent information about the procedures to follow in the event of a concern about a child in her care. The childminder is vigilant about the safety of children in the environment and implements daily risk assessments to ensure that children play in a safe environment.

What does the setting need to do to improve?

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

- develop practice for helping children to explore independently and follow their own ideas
- enhance opportunities for children to explore different families in our diverse communities.

Setting details

Unique reference number	EY361217
Local authority	Coventry
Inspection number	10062306
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	23 June 2016

Information about this early years setting

The childminder registered in 2007. She operates all year round from 7.30am to 6.15pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- The inspector had a tour of the premises and considered how the childminder effectively risk assesses the environment.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She observed interactions between the childminder and children.
- A sample of documentation that supports the suitability of adults was seen at the inspection. A selection of policies, procedures and children's assessments were checked.
- The inspector and childminder evaluated the activities available to children. They considered the impact teaching has on children's learning.

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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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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