

Childminder report

Inspection date: 20 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder has a warm and caring persona. She speaks gently to the children and immediately comforts them when they become upset or tired. This helps the children in the childminder's care to feel emotionally secure. Children are very happy and they engage well with the childminder's assistant, who they like to include in their play. The assistant supports children's learning in a fun way. For example, he wears a Santa hat, just like the one a small penguin figure is wearing that children show an interest in. This helps children to make connections and become aware of the wider world. A toddler identifies the hats are the same by pointing at the penguin's hat and at the one the assistant is wearing. The curriculum is varied and adapted successfully to incorporate children's individual interests. This helps children to make good progress. The childminder plans activities that relate to the changing seasons and children's interests in water play. She is flexible in the delivery of these activities and always follows the children's emerging interests. The childminder supports young children's physical skills very well. She encourages young children's use of interactive resources and demonstrates how to press buttons on a car to make it work. Young children delight in toddling up and down the childminder's hallway to retrieve the car and repeat the process over and over again. Children are encouraged to explore resources that relate to the winter season and cold weather.

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

- The childminder is conscientious about providing parents with plenty of information about their children's care and development. She completes learning journals that expertly show each child's learning journey and photographic evidence supports the assessments the childminder makes.
- The childminder monitors and guides her assistant's practice. She promotes children's development by helping him to implement and understand the characteristics of effective learning. The childminder suggests he demonstrates to children how to activate resources and the fun they can have dressing up in a Santa hat.
- Literacy is promoted through visual displays in the childminder's home. The childminder attractively displays snowflakes with words such as snowball and penguin printed on. The childminder introduces young children to early mathematical language. She talks to them about objects being big and small and compares the difference in size. The childminder supports children in learning how to count as she helps them to recall the number of penguins displayed on the window.
- The childminder ignites children's interests in the changes in the seasons in the resources she provides. The childminder presents resources she knows the children will enjoy exploring in a block of ice. She further promotes their learning

of our natural world through singing songs with the children about the rain as they look out of the window.

- The childminder promotes children's good health through good hygiene routines and helping them to lead a healthy lifestyle. For example, she encourages them to eat fruit each day and to wash their hands after they have had their nappy changed.
- The childminder has a positive attitude towards inclusion and she has experience of caring for children with special educational needs and/or disabilities (SEND). Many resources accessible to children promote their understanding of race and culture. However, the childminder has not fully considered ways to promote children's awareness of SEND.
- The childminder is bilingual and is very knowledgeable about children's home languages. However, she does not always maximise opportunities for children to use their home language in their play and learning, to enhance their development in communication and language even further.
- The childminder is reflective and evaluates what she does well and where she can improve. She accurately identifies that her strengths include her ability to support children as they play and promote their learning through following their interests.
- The childminder is well organised. Her paperwork is well maintained and records of accidents involving children are detailed. Attendance registers accurately reflect children present at all times.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes steps to keep her home safe and secure. She locks the front door when childminded children are present, and the garden gates are securely bolted. The childminder ensures ratios are maintained and she currently does not allow her assistant to have sole care of the children as his first-aid certificate has recently expired. The childminder has accessed courses to promote her understanding of how to protect children against abuse and harm. She is fully aware of the reporting procedures she must follow in the event of a concern about a child in her care.

What does the setting need to do to improve?

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

- increase activities that help children understand people's similarities and differences beyond their own personal experiences
- increase opportunities for children to use their home language in their play and learning, to enhance their development in communication and language even further.

Setting details

Unique reference number	EY542585
Local authority	Coventry
Inspection number	10104827
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	1 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Coventry. She works alongside her husband who is also her assistant. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Hayley Lapworth

Inspection activities

- The inspector spoke with the childminder, her assistant and the children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities in the childminder's home and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, such as the childminder's training certificates and evidence of the suitability of all adults living in her home.
- The inspector took account of the written views of parents.

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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