

# Childminder report

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Inspection date: 14 February 2020

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

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

### The provision is outstanding

The childminder forms very strong bonds with the children. This helps them feel secure and also supports their self-confidence to develop rapidly. Children are consistently engaged in meaningful play and learning in the extremely stimulating environment. They quickly become very confident to talk about what they want to do and select activities independently from the extensive range available. The childminder sensitively engages in play with the children and promotes their ideas and interests. Children visibly enjoy these interactions and eagerly include the childminder in their play. For example, they show her how to build a motorbike. The childminder is highly skilful in extending children's learning and she expects a lot from them. For example, she comments on how tall a structure the children have made is, and this prompts them to count how many pieces they have used. The childminder provides many opportunities for children to do things for themselves. This supports them to become very competent at managing their self-care. Children's behaviour is exceptional. They play cooperatively together and help one another to complete simple tasks. Children respond positively to requests and instructions given by the childminder. They enjoy helping to care for the childminder's pets. The childminder takes children out on frequent visits to broaden their experiences. For example, they regularly visit country parks, and attend gymnastics sessions and toddler groups.

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

- The childminder's detailed observations of children support her to plan effectively for their learning. She knows them extremely well, and thoughtfully considers their individual needs. Children's progress is rigorously monitored and next steps in their learning are discussed with parents. This supports them to make excellent progress.
- The childminder forms excellent relationships with parents to ensure continuity in children's care and learning. She gathers detailed information from parents about what children know and can do when they first start, and has ongoing conversations about their children's interests and achievements. Parents speak extremely highly of the care their children receive. They comment on the excellent communication and the progress their children make, and say the childminder is 'like family'.
- Children's self-esteem is developing rapidly. The childminder sensitively encourages and supports children to persevere, for example as they join challenging construction materials together during their play activities. They take pride in helping to organise routine parts of the day and caring for the environment. For example, children remind one another to wash their hands after going to the toilet as they sing the handwashing song. They help to prepare and clear the table for snack time, and particularly enjoy getting the

paint ready for a creative activity.

- The childminder is highly skilful in her support of early language development. She consistently responds to children and encourages them to ask questions. The childminder helps children to recall recent experiences, re-phrases their speech into more complex sentences, and introduces and explains the meaning of new words, such as 'opposite'.
- The childminder introduces a new book each week. Her teaching skills are exceptional. She selects stories which children enjoy, and reads with great enthusiasm. This ensures all children become fully engaged. The childminder provides props to support the children to join in, and makes links to other experiences, for example reminding them of when they went pond dipping. Furthermore, varied outings linked to stories, such as trips to the theatre and the woods, enhance children's learning further.
- Children have a very positive attitude and are extremely keen to take part in adult-led activities. They delight in the daily opportunities to sing songs. They enjoy joining in with singing and counting, and showing the childminder how they can move in different ways. Children are given plenty of time to explore and investigate materials in their own way. For example, they use their imagination as they explore construction materials and paint.
- Children learn to be respectful of one another and begin to understand the similarities and differences between people, families and communities. For example, as they celebrate Valentine's Day, they talk about who they love, and the differences between their own and the childminder's families.
- The childminder is passionate about the care she provides for children. She continuously reviews and develops her provision to ensure she provides a high-quality service. The childminder keeps her early years knowledge up to date by accessing regular training and meeting with other childminders.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly conscientious with regard to her responsibility for safeguarding children and promoting their welfare. She has an excellent knowledge of the signs and symptoms of abuse to look for and knows the processes to follow if she is concerned about a child. She has accessed training to enhance her knowledge of wider safeguarding issues, such as the 'Prevent' duty guidance and child sexual exploitation. The childminder talks to children and parents about internet safety. The childminder's home is safe, secure and very well maintained. She fully promotes children's good health. Policies are regularly updated and shared with parents.

## Setting details

<b>Unique reference number</b>	224342
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10115942
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	9 December 2014

## Information about this early years setting

The childminder registered in 2001 and lives in Coventry. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She offers funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Abi Ellis

### Inspection activities

- The inspector observed and assessed the quality of teaching while children played indoors.
- The inspector looked around the childminding premises and talked with the childminder about how she organises and plans her provision.
- The inspector and the childminder reviewed and discussed a planned activity.
- Documents, including training, the suitability of adults living in the household and children's progress records, were reviewed by the inspector.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- Parents' written and spoken views were taken into consideration.

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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