

# Childminder report

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Inspection date: 12 March 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

Children thrive and flourish in the care of this exceptional childminder. They are confident, happy, and feel safe and secure. Throughout their time at the childminder's home they thoroughly engage in their play, choosing from a superb wide range of resources and activities. Older children enjoy having independence and they like to help. They carry paints to get ready for a painting activity. They exclaim how 'heavy' the paint is, so much so 'it could be heavier' than them. The childminder supports children's individual learning needs exceptionally well. She demonstrates how to blow bubbles in a mixture of paint, water and soap. Children experiment to find out what happens if they place paper over or under the cup and keep on blowing. Children's language skills are supported extremely well. Older children describe the bubbles using words such as 'volcano' and 'eruption'. Younger children giggle excitedly and start to say 'bubbles, bubbles'. They persevere and try hard blowing through the straw to create their own bubbles. All children sustain high levels of concentration and become completely engrossed in the highly stimulating activity. Children behave exceptionally well and demonstrate extreme kindness to each other. They carefully move between each other, using impeccable manners by saying 'excuse me'. Children have fun dancing and singing to their favourite song 'The Music Man'. They use their physical skills to recreate the actions they have learned, and the younger children copy their friends.

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

- The childminder has an outstanding understanding of how children learn and develop. She is highly qualified and skilled. If gaps in children's learning are identified, the childminder reflects on whether these are due to a developmental delay or a lack of opportunity and experience. A targeted plan of support is put in place to close any gaps swiftly. As a result, children are making outstanding progress in their learning.
- The childminder's practice is extremely consistent in ensuring that children are emotionally secure at all times. For example, if she leaves the lounge to go to the playroom, she continues to talk to the children to reassure them that she is very near. The childminder supports the children extensively so they know what is going to happen next. She invites them to help at nappy changing time by fetching their own nappy out of their drawer. The childminder engages children in a game of tickle, which distracts them while having their nappy changed, and they giggle continuously. Older children are encouraged to use their self-care skills and they go to the toilet independently.
- Children are learning about the world around them. They regularly go on outings to the park and the childminder's allotment where they grow their own fruit and vegetables. This is harvested and children enjoy the fruits of their labour. When discussing what they have recently grown and made, they announce it was

'pumpkins' and they 'love pumpkin soup'. Children are learning the importance of being healthy and eating healthily. They enjoy freshly prepared snacks of fruit and hot meals at lunchtime. The childminder uses ingenious ways to ensure that all children eat their food. She skilfully supports the emerging skills of younger children who are feeding themselves and praises them when they achieve this. This helps to raise children's self-esteem.

- The childminder has a highly impressive attitude to continually improving her practice. She completes a wide range of professional development. The childminder has reflected superbly on how her practice promotes children's developing language and communication. She uses tongue exercises to help children's developing muscles. All the activities provided and everything the childminder does are centred around the children and their interests. Children have taken a keen interest in birds. Outside in the garden the childminder has a nesting box with a camera. Children watch what is happening inside the nest and talk about the number of eggs the birds may hatch. The childminder is highly skilled at questioning children to make them think and talk about their ideas.
- Partnerships with parents are extremely strong. The childminder provides parents with support and guidance. She works in line with parents' wishes and provides a variety of ways to communicate about children's progress and the time spent with her. The childminder has also developed exceptionally strong links with other settings that the children attend. They share information about the children's learning, which ensures that each child receives the best possible care. Parents comment that the childminder provides 'a fantastic safe environment', and they say that developmentally their children have all progressed very well, exceeding their age expectations. They say that the childminder provides love, fun, learning and amazing experiences and that she loves the children as if they were her own.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her safeguarding responsibilities. She is highly aware of local safeguarding issues and the procedures she needs to follow if she has concerns about children in her care. Children are being taught to manage their own risks, for example they are allowed into the kitchen to independently access their drawer to get their own cutlery, bowls and snacks. However, they know that they must not open other drawers. When out at the park or in the garden, children are encouraged to climb and play safely. The childminder has completed robust risk assessments of her home and has a superb knowledge of how to minimise risks to children.

## Setting details

<b>Unique reference number</b>	259147
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10115990
<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 at time of inspection</b>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	9 December 2014

## Information about this early years setting

The childminder registered in 2001. She lives in Coventry. The childminder operates all year round, Monday to Friday from 7am to 6pm, except for bank holidays and family holidays. She holds an early years degree qualification and early years professional status. The childminder accepts funding for the free provision of education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Johanna Holt

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children during the inspection.
- The inspector evaluated an adult-led activity with the childminder and spoke to her about the curriculum she provides for children.
- The inspector held a meeting with the childminder. She looked at relevant documentation, including evidence of suitability of the household.
- The inspector took account of parents' views through written feedback.

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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