

Childminder report

Inspection date:

11 March 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children develop close relationships with the childminder. They are happy and content in her care. Children behave well, and the childminder provides good support as young children begin to learn that some things are shared. The childminder has made improvements to her provision since the last inspection. She has developed her knowledge about a range of indicators that children may be at risk of harm. The childminder has made some improvement to her practice for supporting children's learning and development. However, she does not consistently use what she knows about each child to challenge them effectively while they play. Children select books and toys that the childminder makes available to them in the play area. They play happily with these and then play with ready-made dough when invited to do so by the childminder. However, providing opportunities for children to explore, investigate and develop their own ideas is not embedded in the childminder's practice. Children begin to engage in pretend play. For example, they create sounds while blowing into straws and move their fingers on the straws as if they are playing musical instruments. The childminder has begun to make some plans to raise children's awareness of diversity, but she is not fully considering how to teach children about similarities and differences in society.

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

- The childminder has worked well with representatives of the local authority to make improvements to her provision and address issues raised at the time of the last inspection. The priority has been to increase her child protection knowledge and to obtain information about the local referral procedures. The quality of teaching remains variable. Planning is not sharply focused in accordance with what each child already knows and can do. That said, children do develop the basic skills to prepare them for the next stage in their education.
- Parents are very happy with the childminder's provision. They say that the childminder meets children's needs and they are happy with the children's progress. Parents say that the documents the childminder shows to them include her safeguarding policy and procedures, development records, and information about any accidents. Parents appreciate the independence and social skills their children have acquired since attending. They recognise the mathematical skills and language the children are learning. They say how much their children enjoy attending.
- Children demonstrate their understanding of the childminder's behaviour expectations. She gently explains sharing while she supports children's play, and young children can be heard to ask if it is their turn while talking to their peers. The childminder acknowledges this with lots of praise, which helps to boost children's self-confidence.
- The childminder talks about taking children on outings to the pet shop, park and

library. She meets with other childminders and takes children to a sensory activity group. However, activity planning at home does not include opportunities for children to explore different textures and materials and develop their own ideas. While playing with dough that the childminder has purchased, she identifies that when she removes it from pots it is hard. The children find it difficult to mould. That said, children notice the marks that they can make in the dough with the end of a rolling pin and with a pine cone.

- Young children are developing their use of simple sentences. The childminder interprets the wants and needs of very young children as they communicate through gestures and the sounds of their voices. They begin to use mathematical language, such as 'too big', while they build towers with bricks. The childminder supports children's mathematical development well. She encourages them to count and name colours while they play. Children develop handling skills while playing with toys, such as jigsaw puzzles and building bricks.
- Children are physically active in the childminder's garden, at the park and at soft-play centres. They develop some understanding of diversity as they interact with adults and children from different backgrounds. However, the childminder's planning to raise children's awareness does not fully consider ways to support learning about traditions and beliefs beyond their own.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs of abuse and neglect and she knows the local referral procedures to follow if she has a concern about a child in her care. She has improved her knowledge and is aware of the duty to prevent children being drawn into situations that put them at risk. The childminder makes sure that her house and garden are secure so that children cannot leave unsupervised and so that unwanted visitors cannot gain access. She identifies and successfully minimises potential risks in her home and garden.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve practice for using observation and assessment to plan challenging activities to help each child make as much progress as they can	04/05/2020

improve teaching practice, providing experiences and opportunities for children to explore and investigate different textures and materials, 'have a go' and develop their own ideas.	04/05/2020
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To further improve the quality of the early years provision, the provider should:

- build on practice for raising children's awareness of similarities and differences with regard to traditions, cultures, families and beliefs beyond their own experience.

Setting details

Unique reference number	EY448022
Local authority	Coventry
Inspection number	10133123
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	27 November 2019

Information about this early years setting

The childminder registered in 2012 and lives in Coventry. She operates all year round from 7am to 7.30pm, Monday to Friday, except for 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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