

Childminder report

Inspection date: 11 May 2021

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children make good progress in accordance with what they already know and can do. The childminder builds strong bonds with the children in her care and they develop a strong sense of emotional well-being. The childminder observes children and assesses their stage of development. She uses her assessment and information gained from parents to plan activities that effectively challenge children to reach the next stage in their learning. The childminder ensures that children feel safe and secure, while also supporting them in managing some risks for themselves. Children confidently make decisions about their play. Doors to the garden remain open and children move freely between indoor and outdoor play space. They enjoy playing in the rain, but know that for safety reasons they must dry large equipment before climbing on it. Children say that they are running very fast and the childminder praises them for avoiding objects that are in their way. Children are interested in the weather and changes according to different seasons. The childminder provides resources for children to create pictures that link to this interest, although she does not fully support their creativity. Children's language skills are developing well. They engage in conversation with the childminder and invite her to join in with their play. Children use mathematical language spontaneously.

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

- Since the last inspection the childminder has made improvements to her provision that have a positive impact on children's learning and development. That said, there remains scope for the childminder to extend her support for children to explore materials and textures in their own way. The childminder helps all children to make good progress in readiness for the eventual move on to pre-school and school.
- Children make good progress in their communication and language development. The childminder adopts effective teaching strategies to support young children in developing their vocabulary and the pronunciation of words. She encourages children to develop their language skills through singing and taking an interest in books.
- Children are emotionally secure. They know the childminder's expectations for behaviour, such as showing kindness and consideration for others. Children understand that some things are shared. The childminder praises children for their efforts as well as achievements, which helps to boost their self-confidence.
- Children develop independence, including managing their own hygiene and personal care needs. The childminder supports children in making independent spontaneous decisions about whether to play outdoors or indoors with toys that are stored for them to easily choose and select.
- The childminder supports children in being active. Large play equipment in the

garden helps them to develop good physical skills. The childminder encourages children to make decisions and manage some risks for themselves, such as when they decide on different ways to go down a slide. Children practise handling skills in different ways and can hold writing materials in a thumb and two-finger grip.

- Children count while they play and talk about different sizes. For example, the children stand on top of a climbing frame, the childminder stands beside them and children comment on the childminder being bigger than them. They run in a circle and say that they are running round and round.
- Communication with parents is very good. However, the childminder does not fully address continuity of learning for children who attend part time with her and part time at another early years setting. Parents comment on how the childminder helps children to reach their full potential with enjoyable and stimulating activities and in a nurturing and caring environment. They identify that children learn about letters and numbers through interactive activities, develop skills with technology and learn about the world.
- The childminder completes training and online research to help her review and improve her early years knowledge and skills. She values the support provided by representatives of the local authority.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes training to keep her child protection knowledge up to date. She is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern about a child. The childminder conducts a risk assessment of her home and garden and ensures that any potential risks are successfully minimised. The childminding premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain access.

What does the setting need to do to improve?

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

- extend the current practice for supporting children in independently exploring different materials and finding things out for themselves
- build effective links with all other settings where children attend part-time to better address continuity of learning for children.

Setting details

Unique reference number	510515
Local authority	Coventry
Inspection number	10130987
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	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	30 October 2019

Information about this early years setting

The childminder registered in 1993 and lives in Coventry. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Jan Burnet

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed activities while children played in the indoor and outdoor play areas.
- The childminder explained her teaching methods and her assessment of children's learning.
- The inspector looked at evidence of the childminder's training and checked evidence of the suitability of adults living in the household.
- The inspector took account of parents' views about the provision.
- The inspector looked at a sample of the childminder's documents. This included evidence of her suitability and training, and household members' suitability.
- The inspector spoke with the childminder about how her provision is organised and what experiences she offers for the children in her care.

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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