

Childminder report

Inspection date:

24 February 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children who attend this setting are extremely happy. They form very close, strong relationships with the childminder, who is nurturing and attentive towards them. Children willingly go to the childminder when they need reassurance. She readily responds with plenty of warm cuddles and kind words. This helps children to feel very safe and cared for.

Children eagerly explore the environment, which is specifically arranged to captivate their interest and engage them in learning. They confidently include the childminder in their games and talk constantly with her. For example, very young children ask about a dustbin collection truck during an activity. They learn exciting facts, as the childminder gives a clear explanation about what this vehicle is used for and where the rubbish goes. Very young children develop remarkable speaking skills. They speak clearly and begin to use elaborate sentences during play. When they confuse words, the childminder gently corrects them. For example, when they say 'I don't really like bingo' during a food tasting activity, the childminder reminds them that the word they mean is mango.

Children have an abundant range of opportunities to develop their social skills. They visit the library, toddler groups and places of interest. They thoroughly enjoy journeys on the bus, especially when it is their first experience. Children develop their physical skills. They use equipment in local parks and chase bubbles as they run in the childminder's well-arranged garden. Children make rapid progress from their starting points. They quickly gain the skills and understanding they need to move on to their next stages in learning.

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

- The childminder has a very ambitious curriculum for what she intends children to learn. She makes excellent use of information gained from parents at the start to make precise plans for how she will support children to make rapid progress. The childminder continually monitors their progress and knows them very well. She naturally adapts her teaching, and the play environment, to meet each child's emerging learning needs.
- Parents speak extremely highly of the childminder. They say they are reassured by how very happy and well cared for their children are. They value the detailed and regular information they receive about their children's care and learning, and comment on how quickly their children make progress.
- The childminder is highly skilled and places great emphasis on supporting children's speech and language development. This includes children who speak English as an additional language. Young children become confident talkers in this language rich environment. They express their needs with ease.

- The childminder intentionally uses language which helps to build children's vocabulary in conversations about a vast range of subjects. Children are keen to share what they know. For example, very young children excitedly talk about a fire engine, which has ladders and a hose for water to put out a fire. The childminder encourages children to include words they know to explain mathematical concepts, such as size.
- Children's behaviour is exemplary. They routinely use excellent manners. They listen and respond well to the childminder's clear guidance and her reminders to be kind. The childminder regularly praises their positive behaviours and children thrive on the praise they receive. Older children learn from the childminder how to be kind and gentle with the younger children.
- The childminder has a great sense of fun. Children regularly laugh with her during play and clearly enjoy being with her. The childminder reacts quickly to children's use of resources to develop their creativity and imagination. For example, during a mark-making activity, they giggle as they each take a turn to stamp shapes onto a board. As children begin to move faster, they laugh as the childminder pulls funny faces and mimics what children do, saying 'bang, bang' in time to their actions.
- Children are very enthusiastic learners. They are very keen to follow tasks set by the childminder to increase their knowledge of colours. The childminder is highly innovative and provides ample opportunities to expand this knowledge during a range of activities, such as creative play, play outdoors, mealtimes and in everyday talk. Very young children beam when they receive praise as they find something 'green' and are excited to continue this game.
- The childminder is very proactive. She continually seeks training opportunities and webinars to keep her knowledge current and ensure that children receive the highest quality learning experiences. The childminder has more recently accessed additional child protection training to deepen her understanding of safeguarding issues, so that she has the most up-to-date information to continue to keep children safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a strong understanding of her responsibilities to ensure that children are effectively protected from harm. She has implemented exceptionally secure procedures to ensure that children are kept safe from family pets. The childminder knows the signs and symptoms which may indicate a child is vulnerable to abuse. She demonstrates a highly robust knowledge of the reporting procedures she must follow if she suspects a child is at risk of harm. This includes the reporting procedures to follow in the event that an allegation may be made about herself or a member of her household. She makes precise routine checks in her home to ensure that it is continually safe for children to attend.

Setting details

Unique reference number	510541
Local authority	Coventry
Inspection number	10226532
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 October 2018

Information about this early years setting

The childminder registered in 1991. She lives in the Eastern Green area of Coventry. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Suzanne Taylor

Inspection activities

- This was the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The childminder and inspector completed a learning walk discussion together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching within an activity took place between the childminder and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held a meeting with the childminder and discussed how her provision is organised. The inspector reviewed relevant documentation, including evidence of the childminder's qualifications.

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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