

# Childminder report

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Inspection date:

24 March 2022

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

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

### **The provision is good**

Children arrive happily to the childminder's home. They form warm and close relationships with the childminder and her assistants. This helps children to feel safe and secure while in their care. They settle in the play environment quickly and independently access the toys and equipment that interests them. Children develop their understanding of numbers. They are keen to show how well they count. For example, they count stars on padlocks and find the corresponding numbered keys to open the locks. Children are thrilled when they find the right one.

Children behave very well. They routinely use good manners, particularly at lunchtime. Children regularly receive lots of praise for their positive behaviour. The childminder is patient and uses appropriate strategies that help children to understand and learn to manage their own behaviour.

Children use their imagination and enjoy building large-scale structures with magnetic resources. They are keen to include the childminder in their games. Children use their problem-solving skills to make their structures as tall as they can. Children make good progress from their starting points. They gain the skills and understanding they need for their future learning and their eventual move on to school.

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

- The childminder has made improvements since the last inspection. She has developed a well-thought-through curriculum which is clearly understood by the assistants. The childminder and her assistants know the children well. They use their observations and assessment information to plan for what each child needs to learn next. This helps all children, including those in need of additional support, to continue to develop. The childminder takes swift action to gain the guidance needed from outside professionals to help narrow any identified gaps in development.
- Children have fun in the outdoor environment. They enjoy making marks in foam and exploring the range of textured resources that are prepared for them. However, children would benefit from opportunities to be curious about and explore more natural materials in their play.
- The childminder promotes speech and language development well. Children are keen to communicate and engage in conversation with the adults and visitors. Children who speak English as an additional language are well supported to develop their speaking skills, both in their home language and in English. They acquire good skills in speaking English rapidly. However, there are occasions where children are not always provided with the time they need to give their response to questions and comments that are put to them.

- Children particularly enjoy singing songs and following the actions to songs and rhymes that are familiar to them. They make large movements, which contributes to developing their physical skills. For example, children jump up and down and shake their bodies in time to the song. They squeal with laughter as they make the movements together.
- Children have opportunities to learn about similarities and differences in themselves and our wider communities. They learn about other cultures through celebrating festivals, songs and stories. Children also gain a good understanding about the differences in family make up. This helps children to develop an understanding of what makes them unique and to appreciate the differences in others.
- Children have fun with the childminder and her assistants. They select from a variety of materials to make spring cards for their families. Children talk about the colours of the items they have chosen to stick on the cards. They move on to find matching colours for themselves and their friends.
- Independence is promoted well. Children are encouraged to wash their hands before eating and dress themselves. They develop their coordination and feed themselves successfully with appropriate cutlery.
- The childminder is proactive and ensures that her assistants receive the training and support they need to continue to develop their knowledge and skills. They have recently completed training to support them to work with children who have special educational needs and/or disabilities.
- Parents speak highly of the childminder's provision. They say their children settle in very well with the friendly childminder. They value the detailed information they receive about their children's care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she and her assistants keep their knowledge and understanding up to date by attending regular safeguarding training. The childminder understands her responsibilities to make sure children are protected from harm. She and her assistants demonstrate a secure understanding of the procedures that must be followed where concerns may arise about the welfare of children. This includes in the event that an allegation is made against a person working or living in the childminder's home. The childminder has improved the details in the documentation she uses to ensure that she holds the required information about children. Records of the attendance times of children and assistants are recorded consistently and accurately. All areas of the home are checked to ensure they are safe for children to attend.

## What does the setting need to do to improve?

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

- increase the opportunities for children to be curious about and explore more natural materials
- provide children with the time they need to response to questions and comments that are put to them.

## Setting details

<b>Unique reference number</b>	EY470432
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10232392
<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 15
<b>Total number of places</b>	18
<b>Number of children on roll</b>	26
<b>Date of previous inspection</b>	6 July 20216 July 2021

## Information about this early years setting

The childminder registered in 2013 and lives in Coventry. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with assistants.

## Information about this inspection

**Inspector**  
Suzanne Taylor

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk discussion together to talk about 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 also took account of the written views of parents from the information provided.
- The inspector spoke to children and assistants at appropriate times during the inspection.
- The inspector held a meeting with the childminder and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the suitability of adults working at the setting.

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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