

# Childminder report

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Inspection date: 26 April 2022

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and safe in this setting. They have a warm relationship with the childminder. The childminder knows the children well and plans for their learning. Children benefit from a wide range of toys and activities they can choose from themselves. This supports their development in all areas of the curriculum. Children are generally well behaved and the childminder supports any unwanted behaviour in a calm and appropriate manner. The childminder emphasises the importance of fresh air and outside play for the children. Children go on regular trips to the park and the woods. Children learn about the environment as they spend time outside in the large garden and play cabin.

The childminder encourages children's communication and language skills using role play. Children are encouraged to share and take turns when playing. They learn how to care for others and themselves during role play with the dolls. Children develop their mathematical skills by building a car track and measuring whose is the longest and estimating how far the cars will travel. Children develop their hand-eye coordination using tools to dig in the dirt and in the sand. Children extend their knowledge of the natural world by looking at spiders and bugs with magnifying glasses.

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

- The childminder has a clear ethos regarding the importance of fresh air, exercise and outside play. This helps to promote children's physical development and good health.
- The childminder knows the children well and uses her observations and assessments to plan for children's learning. However, the childminder could, on some occasions, develop activities to challenge children's learning even further.
- Children develop their understanding of the natural world, building on their previous knowledge. For example, they talk enthusiastically about the worm they saw last week and how it made a hole to go underneath the soil.
- Mathematical learning is supported in a range of ways and encouraged in play situations. For example, children play a game where they roll the large dice, then count the number of dots and match it to the number line on the cabin door.
- The childminder encourages children to be independent and select their own toys and equipment. However, on occasions, the childminder does some things for children that they could try to do for themselves to promote their independence even further.
- Children develop their small- and large-muscle skills in lots of ways, for example digging in the dirt, dressing and undressing the dolls and putting the train track together.

- Children learn about the environment and natural world as the childminder explains how they should care for the plants and flowers.
- The childminder promotes children's personal, social and emotional development by helping them to share and cooperate with each other and by giving them lots of praise for persevering. For example, she encourages children to try different ways to put the clothes on the doll, praising them for each attempt before helping them to do it.
- The childminder works with parents to support children's personal development. For example, she works in partnership with parents to help children gain new skills, such as learning to use the toilet.
- The childminder works well with outside agencies to support children's developmental needs. For example, she uses strategies the speech and language therapist suggests to help promote children's language and communication skills.
- The childminder keeps parents and carers well informed, sharing regular photos and updates about children's progress as well as activities the children enjoy. This helps parents and carers to continue to promote their children's learning at home.
- The childminder takes children to community groups to encourage them to mix with a wider social group of children and adults. This helps children to be emotionally ready to move on to school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role in the safeguarding of children in her care. She is able to recognise the physical signs and behavioural changes in all of the areas of abuse. She is aware of the signs of female genital mutilation and is aware of the 'Prevent' duty and radicalisation. She has attended relevant local authority training and online courses. The childminder knows who to contact if she has concerns about a child. She is aware of the health and safety needs of the children when going out on trips, as well as within the setting. She supervises children closely.

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

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

- provide further opportunities to extend children's independence skills to the highest level
- consistently extend activities to enable children to make even greater progress in their learning.

## Setting details

<b>Unique reference number</b>	EY338478
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10070178
<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>	2 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	10 March 2015

## Information about this early years setting

The childminder was registered in 2007. She lives in Coventry. The childminder operates all year round from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Lynne Bishop

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together.
- The inspector looked at a selection of documentation and reviewed the suitability of the childminder and people living in her home.
- The inspector spoke to the childminder, children and parents at appropriate times of the day and took account of their views.
- The inspector carried out a joint child observation with the childminder.
- The inspector observed the childminder's teaching practice during activities and routines.

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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