

# Childminder report

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Inspection date: 25 May 2022

<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	Not applicable

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

### **The provision is good**

Children are cared for in a safe, welcoming and stimulating play environment. The childminder is clear that her focus for very young children is to support them effectively to make good progress in the three prime areas of learning. She builds strong bonds with the children in her care, and they develop a strong sense of emotional well-being. A gradual settling-in procedure helps children to feel emotionally secure from the onset of their care.

Children play cooperatively. The childminder gently explains to young children that some things are shared. She ensures that children feel safe and secure, while also supporting them in managing some potential risks for themselves. For example, very young children can manage the steps on a small slide, and they are learning to sit down safely at the top before sliding down. The childminder provides a variety of toys and activities that effectively challenge children to develop good handling skills. They are physically active outdoors every day.

Children confidently make decisions about their play. They choose from a good variety of toys in the playroom, and the childminder is alert to very young children's communications when they have exhausted their interest in activities that support sensory exploration. The childminder adopts effective teaching strategies to help very young children develop their speaking skills.

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

- The childminder observes children and assesses their stage of development. She uses her assessment to plan so that children are challenged effectively to reach the next stages in their learning. The childminder helps children to make good progress in readiness for the eventual move on to pre-school and school.
- The childminder engages parents in their children's development and learning in the setting and at home. She keeps parents well informed about their children's progress and encourages parents to share information about achievements that they have observed. However, the initial information that the childminder obtains from parents concentrates mainly on their child's care needs. Consequently, initial planning for a child's future learning does not take full account of what a child already knows and can do. Parents are very happy with the provision. They say that communication is good and identify a positive and happy environment.
- The childminder is constantly alert to the individual wants and needs of very young children. She interprets their needs through their vocalisations and encourages them to begin to say single words and then progress to putting two words together. Children who speak English as an additional language are supported in using their home language while developing their speaking skills.

- Young children enjoy singing and looking at picture books. The childminder uses their interest effectively to support children's communication and language development. They happily sit with her for a 'What's in the box' activity. A child picks a star from the box and the childminder sings, 'Twinkle, twinkle little star'. She sings clearly and slowly enough for young children to be able to join in. The childminder provides a tin that looks like a bus. Inside, she has placed pictures that depict actions that link to parts of the song, such as window wipers and doors on the bus. Young children delight in joining in with the actions when the childminder sings.
- The childminder encourages children's independence during daily routines. Young children practise the handling skills that they learn through play as they use two spoons to eat their lunch. They cooperate at nappy changing times. The childminder is alert to individual needs regarding tiredness and hungry. She works with parents to ensure that dietary needs are met.
- Children enjoy a wide range of activities that support sensory exploration and give them opportunities to make marks, such as paint and 'gloop'. She takes children to the local art gallery once monthly where a large room is filled with sensory-play activities. The childminder then replicates some of the activities at home.
- The childminder keeps statutory training up to date. She identifies that the help she has received from a representative of the local authority has helped her to review and improve her early years knowledge and skills.
- Records, policies and procedures required for safe and efficient management of the provision and ensure that the needs of all children are met are appropriately maintained and implemented.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. She completes training to keep her child protection knowledge up to date. The childminder is aware of the duty to prevent children being drawn into situations that put them at risk. She identifies and successfully minimises potential risks in her home and garden. The childminder ensures that the premises are secure so that children cannot leave unsupervised and unwanted visitors cannot gain entry.

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

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

- develop the information initially obtained from parents about what their child already knows and can do to inform initial planning for the child's learning.

## Setting details

<b>Unique reference number</b>	EY552561
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10174203
<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 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Coventry. She holds an early years qualification at level 2. Operational times are Monday to Friday, from 7.30am to 6pm, Monday to Friday, all year round except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Jan Burnet

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 childminder showed the inspector the premises and discussed how she ensures it is safe and suitable.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of adults living in the home.
- The inspector took account of parents' views.

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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