

Childminder report

Inspection date: 26 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children share warm friendships with one another, and they enjoy their time with the childminder. The children are confident and settled and they readily engage in the experiences and activities that are on offer.

Children behave well and are, generally, given reminders from the childminder about the behaviour that is expected of them and the reasons why. All children develop a good sense of self-esteem as they receive lots of encouragement and praise from the childminder for a job well done. Children are praised for putting on their own shoes and coats in preparation for going outdoors.

Children make many decisions about what they want to do and who they want to play with. They talk to the childminder about the creative activities they would like to do on the return walk to the childminder's home from the local pre-school. The childminder responds to these requests and provides the activity as soon as they return home. Children enjoy painting and creating colourful butterflies.

Young children are developing good skills in their language and communication, as the childminder supports them effectively to pronounce words correctly most of the time. Older children are very articulate and frequently communicate with each other, the childminder and visitors.

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

- The childminder completes mandatory training to ensure she keeps her knowledge on how to safeguard children, and how to administer first aid, up to date. The childminder has a clear intent for the curriculum she provides, and for what she would like the children to learn. Her curriculum intent is guided by the children's current stage of development, their longer term and emerging individual interests. The childminder effectively implements her intent and ensures that the activities are organised to support all children's development. The childminder evaluates her own practice and reflects on the activities she provides. She measures the impact the curriculum has on the children's individual levels of development. The childminder adapts her activities to ensure children's knowledge and understanding is extended.
- Older children are introduced to a range of language to help them understand mathematics. For example, the childminder introduces words such as symmetry to them and explains what this means. Younger children also have opportunities to develop a good range of vocabulary. For example, the childminder introduces words such as same and different. Most of the time the childminder supports young children to pronounce their words correctly, however, there are occasions when she does not utilise opportunities to fully support them.

- Children frequently involve the childminder in their play. They like to do physical exercise and dance with her as they listen to music. Young children make all their needs known. For example, when they are hungry, they ask for a snack and when they particularly enjoy a piece of fruit, they will ask for more. Children meet their own bodies needs when they are thirsty. They frequently help themselves to their own drink bottles.
- Children behave well. They are polite, kind and respectful to one another and the childminder. The childminder is a good role model, and she supports the children to use their manners. Generally, the childminder helps the children to understand her expectations for behaviour. However, at times she does not clearly explain to the children the impact and the consequences of their behaviour. As a result, children sometimes do not fully understand why they must behave in a certain way.
- Partnerships with parents are effective. The childminder states the parents are happy with the service she provides. Parents spoken to on the day of the inspection comment on the lovely relationships the childminder shares with their children and the flexible service that she provides. For example, if they have a change in their work pattern the childminder will always try to accommodate this change, and provide care, sometimes at very short notice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses training to support her knowledge of safeguarding. She fully understands how to keep children safe from harm. The childminder has good knowledge and understanding of the signs and indicators of abuse and neglect. She is very clear about the reporting procedures she must follow in the event of a concern about a child in her care. The childminder assesses potential risks to children in her home and takes action to minimise these. Security is good. The childminder has procedures in place to minimise the number of visitors coming into her home during her childminding hours. Arrangements are in place to prevent unwanted visitors accessing the premises.

What does the setting need to do to improve?

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

- support children more effectively to understand the consequences of their actions, in order for them to begin to understand how to manage their own behaviour
- improve the arrangements for supporting children's communication and language, with specific reference to helping them correctly pronounce their words.

Setting details

Unique reference number	EY556461
Local authority	Coventry
Inspection number	10174918
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. The childminder lives in Coventry and operates from 7am to 5.30pm, Monday to Friday, all year round.

Information about this inspection

Inspector

Hayley Lapworth

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 inspector toured the premises and completed a learning walk with the childminder.
- The childminder described how the environment and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as the evidence of the suitability of the people living and working on the premises.

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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