

# Childminder report

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Inspection date: 30 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 happy in the care of the childminder from the moment they arrive. They separate with ease from their parents. Children are eager to get through the door and are excited to access the toys and resources. They immediately begin to make choices about what they would like to play with, and they confidently use opportunities to flow freely between the indoor and outdoor learning environments. As the day begins, children swiftly explore the environment and have a quick go with many of the resources. Children soon settle and spend longer periods in their chosen area of play, and they fully engage and concentrate.

Children are making good progress from their starting points in all areas of their development. The childminder generally makes good links between what children know and can do and how she can extend their learning.

Children's communication and language is promoted effectively. They engage in conversations as they play with one another and with the childminder. Young children begin to learn new language. The childminder joins in their play and introduces them to new words, such as 'beach' and 'spade'. Children are provided with some support to use their home language in their play.

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

- The childminder observes the children as they play, which enables her to have a good understanding of children's stages of development. She plans activities which are based on the children's interests. The childminder is aware of the children's preferred learning styles. She encourages lots of outdoor learning as she is aware that this is predominantly their preferred place to learn.
- The childminder acts as a good role model to the children. She is extremely polite and gentle in her approach. The childminder upholds British values by helping the children to learn how to be respectful to one another. She frequently demonstrates how to use good manners. In turn, the children are very polite. Children love to please the childminder and receive positive praise from her. Children's self-esteem flourishes as they receive a cuddle for sitting nicely at the snack table and eating their food. Older children enjoy a 'high five' with the childminder as they make achievements during their play.
- During adult-led activities, the childminder utilises opportunities to extend children's knowledge of the world around them. She evaluates the activities she provides and identifies aspects that could be extended further. However, at times, she is not wholly successful in linking these to her future planning. Consequently, on occasions, children's learning is not fully extended to ensure optimum progress.
- Children use their home language in their play. When the childminder hears a

word she is not familiar with, she asks the older children to translate this into English for her. She talks to the parents at the onset of care about the language children use at home. However, she has not fully developed her strategies to ensure that she is aware of words the children may use.

- The childminder provides the children with nutritious snacks and lunches that help them to develop a healthy lifestyle. The childminder encourages the children to eat wholemeal bread and to spread the butter on their own slice of toast. Children choose what fruit they would like. When they make choices of fruits they are more familiar with, such as an apple, the childminder encourages them to also try strawberries. The children discover that they really like these new flavours. As they eat the strawberries, they express real enjoyment and repeatedly say 'yum, yum'.
- Parents express that they are happy with the service the childminder provides. They say that their children are extremely happy when they know they are going to the childminder's home for the day. Parents also appreciate the flexible service the childminder provides and the range of activities on offer.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities in keeping children safe. She is aware of the signs and indicators of abuse and neglect and the reporting procedure she must follow in the event of a concern about a child in her care. The childminder accesses training courses to keep her safeguarding knowledge up to date. She risk assesses the premises and makes changes to ensure that potential hazards to children are minimised. The childminder follows the manufacturer's instructions on large equipment, such as the trampoline, to ensure that children are safe. The premises are safe and secure.

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

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

- improve the links between identified next steps in children's learning to inform future planning, in order for the children to make optimum progress
- improve the strategies in place for obtaining information from parents about the languages children use at home.

## Setting details

<b>Unique reference number</b>	EY552243
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10174361
<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>	3 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She works alongside another childminder from her co-childminder's address in Willenhall, Coventry. The childminder operates all year round from 7am to 8pm, Monday to Friday, except for family holidays and bank holidays.

## Information about this inspection

### Inspector

Hayley Lapworth

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder described how the environment and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and assessed the impact that this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at relevant documentation, including evidence of the suitability of the people living and working on the premises.
- The inspector took account of parents' views about the provision.
- The inspector had a tour of the premises and a learning walk with the childminder.

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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