

Childminder report

Inspection date: 25 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 enthusiastically explore the wealth of exciting resources that are available to them both indoors and outside. They run outdoors with gusto to spend time in the fresh air and develop their physical skills and control on the swings, climbing frames and slides. They relish spending time in the outdoor playhouses, accessing toys and equipment that promote all seven areas of learning. However, on occasion children's self-chosen play is interrupted by the childminder introducing new activities.

Non-verbal children are gaining confidence to communicate through sign language, while quieter children are gently encouraged by the childminder to use their words to express their needs. This helps to develop their speech and language. Children have many opportunities to explore the local area as they are taken on regular trips. For example, they go for walks to nearby parks and playgrounds and to toddler groups. These trips provide the opportunity for children to socialise with wider groups of children and allow the childminder to share best practice and network with other childminders.

Younger children are well supported to gain the skills needed for the next stage in their learning, such as managing their self-care needs and learning to feed themselves with utensils. They engage in activities that help them learn about good health and hygiene. For example, cleaning teeth in models of the mouth, and discussing which foods might be best for their healthy development. Their small-muscle skills are developing well through the experiences provided, such as cutting and sticking, moving cars and balls down a track, and threading items onto a lace.

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

- The childminder is committed to providing a quality service for the children and families she serves. She gets to know them well from the outset of their placement, gaining important information from parents about children's home lives and their current development stage. The childminder makes effective use of this information to ensure that children settle swiftly and receive care in line with their physical and emotional needs.
- The childminder reflects on her practice to identify how she can improve the good quality care and learning experiences that she offers to all children. She has undertaken much reading and training since the last inspection, for example, in behaviour management, curriculum differentiation and early reading. However, use of this professional development in practice is not precise enough to raise the quality of teaching to the highest level.
- The childminder provides children with a well-considered early years curriculum that provides them with learning experiences across all seven areas of learning.

Recognising the impact of the COVID-19 pandemic, she focuses on providing activities to support children's personal development, physical skills and their communication and language. She has learned some sign language to support children who sign to ensure they are able to access the learning environment and begin to communicate their needs.

- Although the childminder has a good knowledge of how children learn and develop, she sometimes provides too many activities, which results in them losing focus on their chosen task. That said, she routinely assesses children's development, observing them to establish the skills they are gaining and what they need to learn next. Feeding these learning needs into the activities she provides ensures that each child makes good progress from their starting points.
- The childminder supports children with English as an additional language well. She communicates with them to help them learn new words in English, in addition to ensuring they hear familiar words in their home language within the setting. The childminder works closely with parents and other professionals to ensure that children with special educational needs and/or disabilities receive the support they require.
- Parents receive much information about the progress their children are making and are given ideas about how to support their child's learning at home. They speak positively about the care and education their children receive. For example, written feedback shows the childminder helps children become more confident and progress in their speech and language. They comment that the childminder teaches children new things through all the interactive activities that are provided each day.

Safeguarding

The arrangements for safeguarding are effective.

The knowledgeable childminder fully understands her role and responsibility to safeguard children and promote their welfare. She has undertaken a wealth of safeguarding and child protection training to further build on her knowledge in this area. She has a robust understanding of the action to be taken in the event of a concern about a child in her care, or an allegation being made against her or a member of the home. The childminder recognises the importance of engaging with external professionals, including the police if needed, to keep children safe. Effective risk assessment ensures that children are protected when accessing the indoor and outdoor environments, and when exploring other areas when on trips.

What does the setting need to do to improve?

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

- focus professional development opportunities, and utilise what is learned, to raise the good quality of teaching to an even higher level.

Setting details

Unique reference number	260678
Local authority	Coventry
Inspection number	10070165
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	13 April 2015

Information about this early years setting

The childminder was registered in 2001. She lives in Coventry. She is registered to work with an assistant. She operates all year round from 7.30am to 4pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 2.

Information about this inspection

Inspector
Sally Wride

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 childminder and took that into account in the evaluation of the setting.
- The childminder showed the inspector around the setting and explained how she plans and implements the curriculum.
- The inspector carried out a joint observation of an activity with the childminder. Together, they evaluated the impact of the activity on children's learning.
- The inspector observed children while they engaged in their learning and play and took the views of parents from written feedback.
- The inspector looked at a selection of documentation and checked the suitability of persons living in the household.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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