

Childminder report

Inspection date:

8 September 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 have developed affectionate bonds with the childminder. They return from the summer break happy to spend time with her again. Children are very respectful and kind towards adults and each other. They develop good social skills and learn how to manage their behaviour in various situations. For example, babies and young children learn to quickly soothe themselves when they are settling off to sleep. Older children immediately respond to the childminder's gentle reminders about her expectations, such as not to run in the house. The childminder helps children to understand the reason for this.

Children concentrate as they listen to stories. The childminder skilfully captures their interest and imagination. Children eagerly explore and talk about the story props that help them to develop their understanding of new words, such as a 'colander hat'. Older children learn that writing has a meaning. They know that a label for the sand tools reads 'sand' and are keen to share this knowledge with others.

The childminder promotes children's good health well. Children know that they must wash their hands after using the toilet, after playing outdoors and before eating. They learn where food comes from, and they explain how they grew tomatoes in the childminder's garden, picked them, chopped them and put them on the pizzas.

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

- The childminder is very conscientious about her role and responsibilities. She is committed to extending her knowledge and completes regular training and research. Recent training helped her to enhance the provision for children to learn about diversity and communities beyond their immediate experiences.
- The childminder has a thorough knowledge about each child in her care, including their interests and learning needs. She uses this information to plan individual learning experiences that help children to make good progress. They are well prepared for their eventual move to school.
- Overall, the childminder provides children with a good range of opportunities to practise their physical skills. Babies and young children learn how to safely climb up and down steps. Older children enjoy exercises that support them to balance and stretch. However, the childminder has not developed the curriculum to precisely break down the knowledge and skills for children at different stages of their physical development, to challenge them fully.
- The childminder plans a stimulating learning environment, both indoors and outdoors. Overall, children are well motivated to play and explore. For example, they use their imaginations and talk about the ingredients they are adding to the

cooking pot during role play. However, there are times when the childminder overly directs children's play and learning. This slightly limits the opportunities to help them to become independent learners and explore their own play ideas.

- Parent partnerships are strong. The childminder values the contribution that parents make to children's assessment and learning. This includes working with them to complete children's two-year-old progress checks. The childminder maintains communication with parents during the summer holidays. This helps her to have up-to-date knowledge of children's interest and progress to engage them on their return after the summer break. Parents are very pleased with the progress their children make while in the childminder's care and say that their children love attending.
- The childminder skilfully supports children's communication and language development. She carefully adjusts the language and communication method that she uses to support children at different stages of their language development. She enhances children's language knowledge well, as she enthusiastically reads books and sings songs with children. Babies quickly learn new words and sign language. Older children confidently communicate their thoughts and develop a good vocabulary that helps them to clearly express themselves.
- Children develop their mathematical knowledge. The childminder makes good use of opportunities to help children to extend their mathematical knowledge and understanding of number. For example, children compare the length of the bananas as they eat them and notice that they get shorter. Older children recognise a small total without counting and learn about simple calculations, such as finding one less. They know that when there are three frogs and one jumps off, there will be two left.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes a thorough risk assessment of her home to ensure that she keeps children safe. She is very vigilant about ensuring the premises are secure. The childminder always supervises children well, including during mealtimes, as children play, and when they are sleeping. The childminder keeps her knowledge of safeguarding regularly updated. For example, she recently attended training to extend her knowledge of the most current online risks to children. She has a secure knowledge of safeguarding children and the processes to follow should she have concerns about a child. She is aware of potential signs and symptoms that may indicate that a child is at risk of harm.

What does the setting need to do to improve?

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

- reflect on daily routines to increase opportunities for children to make decisions and lead their own play to further help them to become independent learners
- enhance the curriculum for children's physical development to provide them with even further opportunities to build on their existing skills.

Setting details

Unique reference number	2548021
Local authority	Coventry
Inspection number	10215632
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	4
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Coventry. She operates Monday to Friday, from 7.30am to 6pm, Monday to Friday, during term time. She holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Anne Dyoss

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of the views of parents.

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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E: enquiries@ofsted.gov.uk
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