

# Childminder report

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Inspection date:

8 September 2022

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<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 arrive happily at the setting and absorb themselves in learning. The childminder arranges the environment to be accessible to children. Children confidently make choices on where and what they want to play with. They concentrate while using tweezers to pick up coloured bears, then place them into the corresponding-coloured cases. This helps to build on their fine motor skills and colour recognition. Children develop their independence as they cut their strawberries at snack time. The childminder supervises them as they use the knives, reminding them how to keep themselves safe.

Children are physically active as they run around chasing bubbles in the garden. They get excited as they catch and pop them. Children learn about the world around them. They use their binoculars to look for things around them, such as birds. Children learn that they are part of a wider community when they visit their local park with childminder to see the horses and feed the ducks. They are inquisitive when they see the sunshine and how it casts a shadow. The childminder takes the opportunity to teach children about how the sun makes these shadows. This helps to build on children's prior knowledge and understanding.

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

- The childminder provides children with a range of activities and experiences that cover the seven areas of learning. She identifies gaps in learning through regular observations and assessments. The childminder uses the next steps to plan what is next to support and promote children's learning and development.
- Partnerships with parents are strong. The childminder attends training to build on her professional development. She has recently attended 'parent partnership' training. The childminder has listened to feedback from parents and implemented parent packs to continue children's learning at home. She completes the progress check for children aged between two and three years. Parents share information from other professionals after their health checks. This enables the childminder to continue to build on children's development following these health checks.
- The childminder ensures that she shares information with parents when children leave the setting and move on to school. However, she is yet to begin to work in partnership with staff at schools and share information with them. This does fully support continuity in children's learning.
- Children build on their communication and language through everyday conversations and activities. The childminder provides children with a range of stories that build on their vocabulary. During activities, she introduces new words. For example, when children are eating their strawberries, she will use words such as 'sweet' to describe the taste.

- Children learn about keeping themselves healthy. They follow good handwashing routines and learn why they need to wash their hands before mealtimes. The childminder provides children with a choice of fruit or vegetables at snack time. She helps them to learn the importance of healthy eating and looking after their teeth.
- The childminder gathers information about what children already know and can do, and uses this to help to plan children's next steps. For example, she plans activities to help children develop mathematical concepts while counting out ice creams. However, there are times when the childminder introduces too many concepts to an activity at one time. This means children's focus becomes intermittent because the childminder does not focus her teaching precisely on the specific knowledge and skills that she wants children to learn.
- Children behave well and show kind manners to each other. The childminder provides a warm and nurturing environment that allows children to make their own choices. Children listen to instructions provided by the childminder and show respect towards each other. For instance, when children play with dough, they share their coloured dough out, so everyone has enough to play with.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is safe and secure. She carries out regular risk assessments on the home and when she takes children on outings, to ensure they remain safe. The childminder has a strong understanding of safeguarding and recognising the possible signs and symptoms a child may be at risk of harm. This includes types of abuse including radicalisation and extremism, and female genital mutilation. The childminder understands her duty to report any concerns she may have to safeguarding agencies, including allegations against a household member.

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

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

- refine teaching to precisely focus on the specific knowledge and skills that children need to learn, to support them to achieve their next steps in learning and accelerate their progress further
- build stronger partnerships with staff at schools and other settings that children attend, to promote further continuity in their future learning.

## Setting details

<b>Unique reference number</b>	2564349
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10239217
<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>	2 to 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Coundon, Coventry. She operates all year round from 7am to 6pm, Monday to Friday, except family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Katherine Wilson

### 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 showed the inspector around the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector conducted a learning walk to discuss the curriculum and the impact this had on children's learning.
- The inspector spoke to children's during the inspection.
- Parents spoke to the inspector and shared their views of the setting.
- The inspector carried out a joint observation and discussed children's learning with the childminder.
- The childminder shared relevant paperwork with the inspector.

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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