

Childminder report

Inspection date:

15 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder provides a warm, welcoming and exciting learning environment for children. Resources that children excitedly choose from are interesting and appropriate for their age. For example, children enthusiastically ask the childminder if they can build a castle. Children use their fine-motor skills to balance bricks together and are excited when it starts to resemble a castle. Children work well together and use their language and communication skills to express what they are doing. For example, children say about the castle that it is 'bigger, bigger, bigger'. Children's vocabulary is expanded as the childminder replies, 'taller, taller, taller'.

Children are helpful, as they willingly help the childminder to carry resources from one room to another. Children use their imagination as they manipulate play dough using tools. They talk about similarities between the patterns they create in the play dough and objects in the environment. For example, children show the visitor they have made a pattern that resembles a flower. In addition, the childminder extends this learning opportunity, as she introduces real flowers to the activity. Children use their senses to smell the flowers and talk about the colours they can see. The childminder extends their vocabulary, using words such as 'scoop' and 'squash'. Children are independent and use the toilet and wash their hands with little interference from the childminder.

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

- The childminder implements an effective curriculum that supports children's development. The activities she provides for children are carefully adapted to suit their individual needs. For example, babies strengthen their physical skills as the childminder helps them to stand up at the play-dough table. Older children sit on child-friendly chairs and enjoy being role models as they show the babies how to use the tools available to them.
- The childminder prioritises children's communication and language as she has meaningful conversations with them. When babies make noises, the childminder repeats their sounds, supporting their development and confirming they are communicating effectively. Children are polite and have learned how to ask common questions, such as 'can you help me please?' Children are learning skills to support them to prepare for school.
- Children are provided with valuable learning opportunities outside of the setting. They make fruit crumble with the fruit they buy at their local farm shop and learn about healthy food. Children are exposed to different occupations as they meet firefighter's and police officers at their local church group. Children's social skills are developed as they meet other childminders and children. Furthermore, these children will eventually attend the same school, allowing them to build relationships prior to their transition, supporting their self-esteem and

confidence.

- The childminder shares children's development with relevant professionals and maintains strong links with the local school and other local childminders. This has a positive impact on children's development, as all professionals involved are able to support children's next steps. Additionally, the childminder effectively communicates any information she has about the school to parents of children who are due to leave her setting.
- Children learn about different cultures as they celebrate Diwali and The Queen's Jubilee. The childminder makes links with other families who celebrate Diwali so children can share new experiences together, such as food tasting. Children are respectful and understanding of people's differences as they compare one another's hair colour and skin tone.
- Parents are extremely happy. They receive information from the childminder about their child's development and comment on how much progress their child is making. Parents feel very comfortable leaving their children with the childminder because she offers a friendly and caring environment. Children demonstrate to their parents how settled they are in the childminder's company. They settle quickly and get dropped off with ease, helping to reassure parents.
- The childminder is ambitious and attends a wide range of training courses to help improve the provision. For example, she attends training on internet safety, multicultural teaching and how the COVID-19 pandemic affected children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge of identifying signs of abuse is excellent. She knows which professionals to contact depending on the type of concern she has. This helps children and families receive the most appropriate care within a timely manner. The childminder identifies families who require extra support and attends training that covers topics such as mental health and well-being. Families receive advice and support from the childminder if needed. Children play in a safe environment, as the childminder ensures that all areas are regularly risk assessed and that resources are safe and age appropriate.

Setting details

Unique reference number	EY361672
Local authority	Coventry
Inspection number	10116128
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 10
Total number of places	6
Number of children on roll	10
Date of previous inspection	23 March 2015

Information about this early years setting

The childminder registered in 2007 and lives in Coventry. She operates all year round, from 7am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Nancy Hitchcock

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 her evaluation of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on the children's learning.
- The childminder and inspector held discussions at appropriate times throughout the inspection.
- The inspector viewed relevant documents and checked the suitability of all adults living on the premises.
- The inspector looked at parent reviews and took account of their views.

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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