

Childminder report

Inspection date:

26 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	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are incredibly eager to learn. They settle extremely quickly and have safe and secure bonds with the childminder. Children are nurtured, supported and encouraged. As a result, they become confident, kind-natured and motivated. Older children welcome others, share and take turns with their friends. They are driven and their enthusiasm is exciting.

Children make exceptional progression in their physical development as a result of the childminder's excellent planning for their learning. Babies learn to crawl, pull themselves up and very quickly walk independently. They explore the exciting surroundings with the support of the childminder. Older children learn to be independent in their self-care, washing their hands and putting their coats on. Through encouragement and praise from the childminder, children become incredibly confident and have a very strong desire to do things for themselves. Children's attitudes are exemplary.

Children thrive in their communication and language. Babies begin to babble, make noises and start saying initial sounds. Older children are very articulate and excitedly discuss their surroundings and what they've found. Children discuss the flow of water as it rushes out and pushes the floating boats along. They have innovative imaginations and show this in their play. Children role play in the puppet show with their friends, creating stories and interacting with one another.

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

- The childminder is highly reflective. She focuses her continual professional development on areas of her own knowledge that she feels need extending further and accesses extensive training opportunities to better her knowledge and skills. The childminder's attitude to improving is awe-inspiring and she endeavours to continuously challenge herself and her practice.
- The childminder has very strong knowledge of early education, learning and development. She fully embeds all seven areas of learning into everyday activities and children make phenomenal progress in her care. Older children become independent and school ready. They have an exceptional foundation to build on when they start school.
- The childminder has a meticulous knowledge of each child. She endeavours to know the families, their home lives and cultures, celebrating each child as an individual. She understands that children develop at different rates and have their own interests. The childminder obtains information about a child's interests before they begin. This helps her to plan for the individual child and she uses their interests to help them settle. Children settle exceptionally well. She provides children with a vast array of opportunities for learning, that they may

not have access to at home. Older children discuss a wide range of topics.

- Children learn about different cultures. They get to try other cultures' cuisine, such as sweet-treat cakes from Poland, samosas and Spanish meat. The childminder fully immerses herself into different cultures, teaching children words from other languages, celebrating festivals from around the world and discussing family make-ups. Children learn about disabilities, such as blindness. For example, they touch braille books while they are blindfolded to learn what reading is like for people who are visually impaired.
- Parent partnerships are exemplary. The childminder builds and maintains strong relationships with parents. Parents state they are ecstatic with the progression their children make. They state their children come on in 'leaps and bounds' and become respectful and confident individuals. Parents receive daily, weekly and monthly information about their child. The childminder shares the children's next steps regularly to ensure the extension of learning at home. The childminder, co-childminder and the parents work together as a support system for each child.
- The childminder provides children with a vast range of exciting experiences to help them to learn about healthy lifestyles and making healthy choices. She carefully plans the food menu to ensure that children receive balanced and nutritious meals for breakfast, snack and lunch. Children enjoy opportunities to interact with people in the local community to buy food. They confidently discuss the health benefits of a wide variety of food as they cook and help to prepare snack. They concentrate as they carefully chop the fruit.
- Children benefit from a wide range of challenging opportunities that help them to build their physical strength. They learn about the benefits of exercise and how to balance, skip and move in different ways. They balance on ladders on the floor, climb stairs on the slide and learn to throw and catch a ball.
- The childminder skilfully enhances children's learning through everyday activities, such as cooking. They develop their understanding of the world and explore a variety of food textures and how these change during the cooking process. They practise their physical skills as they peel and chop potatoes. Children use their mathematical knowledge to measure ingredients to make dessert and create a simple pattern as they layer pasta sheets, and sauce into a lasagne.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's safeguarding knowledge is very strong. She is aware of the signs and symptoms that may indicate a child is at risk of abuse. She is vigilant to various child protection matters such as the 'Prevent' duty and female genital mutilation. The childminder is aware of how to seek advice and where to refer a child to if she has a concern about their welfare. She risk assesses her setting to ensure children's health and safety is at top priority. Children are safe and secure in the setting, under the childminder's guidance.

Setting details

Unique reference number	EY444238
Local authority	Coventry
Inspection number	10235714
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	3 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Coventry. She holds an early years qualification at level 3. She works with a co-childminder. The childminder operates Monday to Friday, from 7.30am to 4pm, all year round, except for bank holidays and family holidays. She receives funding to provide free early years education for two-year-old children.

Information about this inspection

Inspector

Sophie Van Harten

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the manager and have taken that into account in their evaluation of the provider.
- The childminder and inspector talked about the curriculum and what they want children to learn.
- The inspector spoke with the childminder about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022