

Childminder report

Inspection date:

7 October 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome on arrival at the setting. The childminder understands their emotional needs, and she ensures they feel safe and happy. Children are keen to explore the range of toys and resources on offer. They delight in choosing from a range of books that reflect their experiences. Children's language and culture are respected. They are keen to share stories that reflect different languages, some of which they bring from home. Children spend time looking at images, pointing to familiar characters and competently turning the pages.

Children benefit from outdoor play. The childminder understands their needs and provides a range of equipment for children to develop their physical skills and confidence. For example, young children use low-level swings extremely competently. They show great delight in swinging backwards and forwards, and they know to hold on tightly. The garden offers physical challenges to young children, and they develop their independence skills as the childminder supports them effectively to climb up the steps and then slide down the slide. Young children have a really good go at putting on their own coats and shoes with gentle encouragement from the childminder.

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

- The childminder leads and organises her provision well. She is committed to her own continued professional development and attends many training webinars to extend her knowledge. This training impacts positively on the service she offers to children and their families.
- The childminder plans and implements a clear curriculum that reflects the developmental needs and interests of the children she cares for. She uses the natural rhythm of the year to promote children's understanding of the world. For example, she takes children on a 'wellie walk' to collect conkers and walk through the fallen leaves to further support their appreciation of autumn.
- Children develop their communication and language skills well. The childminder pays careful attention to their speech, and she supports their vocabulary by adding descriptive words when children name an item. The provision respectfully reflects the experiences of the children that attend. Children eat snacks that reflect their cultures, and the childminder uses key words in children's home language to ensure they feel secure and safe.
- The childminder skilfully weaves mathematical learning into the children's day. For example, during a painting activity with an autumn focus, she talks to the children about colour mixing and guides their play to support them to experiment with colour.
- Children are learning to take turns and share resources. The childminder

regularly reminds them of her expectations. However, she does not consistently offer children a developmentally appropriate explanation that promotes positive behaviour and develops their understanding of the impact of their actions on others.

- Children have many opportunities to practise and develop their fine motor skills. They have a choice of using their fingers or cotton buds to make marks with paint on their autumn picture. The childminder extends children's knowledge of colour effectively and gently supports children who are initially reluctant to join in. Children experience great joy and become highly focused and involved in experimenting with the paint.
- The childminder pays close, careful attention to children as they play. As a result of this, she responds promptly to their likes and interests. Children make choices about the toys and equipment they play with and access resources independently. The childminder ensures that children are having fun, and she uses songs and rhymes throughout the day to engage children, who join in confidently with actions.
- Parents are positive about the provision. They comment on the caring and nurturing relationship the childminder develops with their children. They say she pays close attention to children's emotional well-being and ensures they are settled and happy. Parents are confident about the learning experiences on offer and state that their children are making good progress as a direct result of their attendance at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of her role and responsibility to keep children safe and protect them from harm. She supervises children closely and ensures their safety and security in the home. She attends regular training courses that further extend her knowledge and understanding of all aspects of safeguarding. The childminder has effective policies and procedures that underpin her practice. The childminder understands the need for accurate recording and reporting, and she knows where she can access advice if she is concerned about a child.

What does the setting need to do to improve?

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

- consistently support children to understand the impact of their actions on others, to further promote their positive behaviour.

Setting details

Unique reference number	EY258610
Local authority	Coventry
Inspection number	10234715
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	21 November 2016

Information about this early years setting

The childminder registered in 2003 and lives in Coventry. The childminder operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is eligible for funding but does not currently have any funded children on roll.

Information about this inspection

Inspector

Lisa Gadsby

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 the premises and discussed how they ensure it is safe and suitable.
- The childminder and inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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