

Childminder report

Inspection date:

29 September 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

The childminder provides a safe and spacious environment for children to explore. They feel comfortable and welcomed, as they are given freedom to move around all the areas in the setting. Children enjoy the outdoor area as they pretend to scan plastic food items in the role-play shop. They use their own knowledge to deepen their learning experiences as they ask the childminder, 'do I have to pay?' Children practise their physical skills as they push a toy trolley around the garden and add role-play food items. Children demonstrate that they are learning about caring for others. For example, they carry dolls in their arms and tell the childminder, 'This baby needs a nappy on.'

Children use their fine motor skills as they scoop soil into plant pots and pat down the soil using their hands. They listen to the childminder as she asks them if their plant pots are 'full' or 'half full'. Children are good at sharing, as they swap scooping tools with one another. They count bulbs into their plant pots and identify the different sizes. In addition to this, children use a measuring tape to compare the size of their bulbs. Children learn that bulbs grow into flowers, as the childminder makes links to the sunflowers they have previously grown in the garden.

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

- Children are polite and well behaved and say 'please' and 'thank you'. They help each other with tasks, such as helping the childminder to prepare younger children's meals. Children listen well to the childminder as she reminds them to independently take their shoes off. They receive praise for their achievements to build on their self-esteem.
- The childminder works closely with her assistant to identify areas of improvement within the setting. She ensures that her assistant has up-to-date knowledge about safeguarding and risk assessments. Together, they have made big changes to her kitchen, enabling children to have more space to explore. The outdoor area has been converted into an outdoor classroom, allowing children to have fresh air and exercise in the colder months. She uses her training to improve the quality of teaching. For example, she attends equality and diversity training and adds more diverse reading books into the children's playroom.
- Children's social skills are well-supported, as they meet with other children and childminders. They enjoy picnics in the local park and use their physical skills to jump in puddles. The childminder recognises the learning opportunities for children during outings. She takes them to the local butchers, where they learn about different produce, and collects leaves so that children can experiment with natural resources in the setting.

- The childminder has secure links with the local schools and children's other settings. She shares children's development to help other professionals to plan and prepare for individual children's needs, likes and dislikes.
- Children learn about different cultures and diversity. They read books about different religions and visit a Chinese restaurant during Chinese New Year to try traditional Chinese food. Children are well equipped with this knowledge, and this helps them to respect differences when they experience a diverse society.
- Parents are happy with the care their children receive. They comment on the friendly and welcoming childminder and express their feelings of support during their child's settling-in period. Parents feel reassured, as the childminder makes changes to children's meals that support their dietary requirements. The childminder invites parents into the setting for open days, and this allows parents to meet with each other and provides them with extra time to discuss their children's development.
- The childminder identifies children's next steps in their development and regularly reviews children's progress. She uses this information to plan activities. However, the planning for younger children is not consistently providing them with appropriate learning opportunities, to further enhance their development. For example, young children's fine motor strength is, at times, not developed enough to ensure they can successfully use the tools provided. As a result, occasionally, young children become disengaged from the activity. At times, the childminder fails to recognise the adaptations required so that younger children can fully immerse themselves into the activity.
- The quality of teaching is good, and children experience a varied curriculum. However, the childminder does not always expand children's knowledge to help them fully understand processes. For example, children enjoy planting bulbs that grow into flowers but are not told how they will grow or that they need water and sunlight.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of how to identify the signs and symptoms of abuse. She knows the agencies to contact for support and advice if required. Risk assessments are carried out before children access areas, and changes are made if needed. For example, before children arrive in the morning, the outdoor areas are checked for hazards and stairgates are proven to be securely fitted. The children experience a fire drill regularly to reduce their anxiety in the case of a fire and to teach them how to keep themselves safe. The childminder ensures that her assistant has up-to-date safeguarding training.

What does the setting need to do to improve?

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

- review the resources and activities for younger children to promote their involvement and engagement in learning opportunities
- develop further knowledge and understanding of how to extend children's learning through activities to improve the quality of teaching.

Setting details

Unique reference number	224331
Local authority	Coventry
Inspection number	10234381
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	6
Number of children on roll	9
Date of previous inspection	13 December 2016

Information about this early years setting

The childminder registered in 1991. She lives in Coventry and works with an assistant. The childminder holds an early years qualification at level 3. She operates all year round, except for bank holidays and family holidays, from 6.45am to 6pm, Monday to Friday.

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 provider and has taken that into account in their evaluation of the provider.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector observed activities throughout the day and took into account the impact these had on children's learning.
- The childminder provided relevant documentation for the inspector to review, including evidence of the suitability of adults on the premises.
- The inspector took into account 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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