

# Childminder report

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Inspection date: 13 October 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are happy in this exceptionally caring setting. They enjoy each other's company and feel safe as a result of the nurturing environment the childminder provides. Children develop extremely strong relationships with the childminder and their peers. They are exceptionally happy and motivated and show great delight as they engage in a varied range of excellent learning opportunities. The childminder has extremely high expectations of all children, and they demonstrate exceptional levels of focus and involvement in their learning.

Children benefit greatly from an ecologically sound curriculum. They learn about sustainability and understand the need to recycle materials and reduce waste. For example, children independently put the fruit peel into the compost container after snack. Children develop superb fine motor skills and exceptional hand-eye coordination. They are extremely competent at using a wide range of tools and keeping themselves safe. Children use many different utensils to produce their own juice, and they are competent to chop their own fruit at snack time.

Children behave impeccably and respond extremely positively to the childminder. They work cooperatively to ensure tasks are completed, demonstrating huge determination and motivation while engaged in a range of the interesting and exciting opportunities on offer. Children work as a team to put resources back where they belong.

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

- The childminder plans and implements an exceptionally strong curriculum. She carefully observes and assesses children to create finely tuned learning opportunities. As a result of the highly effective teaching, children make outstanding progress across all seven areas of learning.
- Children's mathematical knowledge is skilfully developed across the progressive curriculum. The childminder supports children's understanding of mathematical concepts through incidental activities, such as baking and food preparation. For example, children spontaneously use the language of halves and quarters as they cut their own fruit for snack.
- The childminder passionately promotes children's love of reading. They access a huge array of high-quality books. Children delight in choosing non-fiction books to extend their knowledge. For example, they share books to explore particular people and communities that they are interested in. The childminder also uses stories to promote children's love of nature, and she further extends learning by encouraging them to express their thoughts and feelings using watercolour paints.
- Children's communication and language is exceptional. The childminder is an

excellent role model, and she skilfully supports and extends children's vocabulary. Children confidently articulate their thoughts and feelings, and they are actively involved in leading their own learning. Children who speak English as an additional language make superb progress as a result of the sensitive and skilled teaching from the childminder.

- Children benefit greatly from outdoor provision. Together with the childminder, they visit local parks and woods every day. The childminder takes a lead from children's passions and motivations and plans for adventurous experiences to further extend their appreciation of the world around them. Children use collections of natural resources to create transient artwork on a large scale. They organise the materials around their gingerbread shapes to produce individual creations. Children demonstrate extreme pride in their work.
- Children behave impeccably. They play cooperatively and negotiate their own roles in self-initiated experiences. For example, children work together using wooden blocks, planks and cardboard tubes to construct a complex creation in the doorway. The childminder encourages and supports children to work effectively as a team, and she is an excellent role model, using the language of thoughts and feelings to demonstrate how to resolve potential conflict.
- The childminder is exceptionally committed to her own ongoing professional development. She attends regular webinars and training sessions to update her knowledge and further extend her skills. The childminder is highly effective and reflects on her provision in order to constantly improve the service on offer to children and their families.
- Parents are thrilled with the provision. They comment on the warm, nurturing relationship that the childminder develops with the children. Parents are delighted with the array of learning experiences that children get involved in and their enthusiasm for learning about the environment. Communication with parents is respectful and reflects an appreciation of their lifestyle and culture.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong working knowledge of her role and responsibility to protect children from harm. She is clear about the action she would take if she had a concern about a child. The childminder is committed to updating and extending her knowledge and attends regular training. She implements a curriculum that teaches children about how to keep themselves safe and involves parents in this learning. The childminder has a clear understanding of signs and symptoms of child abuse, and she has developed robust policies and procedures that effectively underpin strong practice.

## Setting details

<b>Unique reference number</b>	EY407466
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10235391
<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>	1 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	3 November 2016

## Information about this early years setting

The childminder registered in 2010. She lives in Coventry. The childminder operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is eligible for, and offers funded places to, two-, three- and four-year-old children.

## 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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this had on children's learning.
- 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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