

Childminder report

Inspection date: 10 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a homely setting for children. She creates a loving and friendly atmosphere, which helps children to feel secure. Children demonstrate their strong bond with the childminder as they seek comfort and cuddles as the visitor is introduced. They are eager to learn and clap their hands together in excitement as the childminder tells them they are doing an activity. Children sit sensibly at the table during activities and have meaningful conversations. The childminder skilfully challenges children's thinking and supports them to develop their knowledge and understanding. For example, children look at pictures of animals and answer questions about these. They learn that milk comes from cows.

Children learn about managing their feelings as they compare emotive pictures of other children to themselves and talk about what makes them feel better when they are sad. The childminder supports their sense of belonging, and children explore their likes and dislikes. They choose what they want to eat for snack from a selection of fruit as they compare the taste of a red apple and a green apple. The childminder teaches children about hygiene practices that help them to protect themselves against illness and infection.

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

- The childminder provides learning experiences that successfully prepare children for school. They access resources that support their fine motor skills, such as threading and tracing. Children learn valuable self-help skills as they independently go to the bathroom. They wash their own hands and help the childminder to cut their fruit during mealtimes.
- Children's language and communication skills are well supported. The childminder consistently engages in conversations with children that ignite their curiosity. For example, children use sponges to paint a sea-themed picture. The childminder asks them what they can see and introduces words such as 'coral' and 'seahorse'. Children demonstrate their listening skills and understanding as they tell the childminder that shells are in the sea. They make links between the sound of the sea when they put a shell to their ear. Children develop a good vocabulary and understanding of language. They tell the childminder that lemons are 'sour' and use other descriptive language, such as 'golden'.
- The childminder has ensured that children are learning about various cultures, traditions and beliefs. Children expand their knowledge about how other families celebrate festivals. For example, they visit the local town where they watch the Chinese New Year celebrations and join in with the Eid custom of sharing sweets. The childminder introduces different languages in the setting to support individual children who may not fully understand the English language yet. Children are well prepared for life in a diverse society.

- Children gain knowledge about people in the local community as they visit the local park, shop and playgroup. The childminder makes good use of opportunities that arise to extend children's knowledge and understanding. For example, children learn about different kinds of birds and trees. They learn about dangers, such as berries that are unsafe to eat. Children enjoy visits to the local cafe where they meet new children, learn good manners and learn about eating food in different social situations.
- The childminder knows the importance of sharing children's development with local schools prior to their transition. She understands how children's information is used to help provide them with the correct learning opportunities. For example, to understand children's starting points and plan their next steps.
- The childminder attends relevant training that helps her to support children's well-being and safety, such as safeguarding and first aid. However, she does not seek further training to extend her teaching skills and enhance children's learning experiences even further.
- Parents are happy with the care their children receive. They feel reassured, as the childminder gives them time during the day to discuss their children's progress and next steps. Parents feel well supported, as the childminder gives them advice about how to help their children make further progress. For example, they receive information about how to encourage children's speech and language skills. They are pleased with the healthy food choices and fresh air that their children are provided with.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to identify signs and symptoms of abuse. She knows when she should contact other professionals to report a concern or gain advice. This ensures that children are protected from harm and families receive support and advice when needed. The childminder ensures that the premises are safe, which promotes children's safety and well-being. For example, she checks that fire exits are clear and that plugs are not in children's playing areas. She attends first-aid training so she can offer children medical attention in the case of an accident or injury.

What does the setting need to do to improve?

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

- complete further continuous professional development to enhance the already good quality of teaching and extend children's learning.

Setting details

Unique reference number	510402
Local authority	Coventry
Inspection number	10234584
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	10 January 2017

Information about this early years setting

The childminder registered in 1992 and lives in Coventry. She operates from 8am to 6pm, Monday to Friday, during term time.

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 this into account in their evaluation of the setting.
- The inspector looked at the written views of parents about the childminder's setting.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector observed activities and evaluated the impact these had on children's learning and development.
- The inspector reviewed suitability checks and relevant documents.

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
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