

Childminder report

Inspection date: 14 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

Children are happy and safe in this provision. They enjoy spending time with the childminder and develop strong friendships with their peers. Children are settled on arrival, and they are eager to access the wide range of high-quality resources provided. Children make choices about what they will play with and how they will spend their time. The childminder develops close, nurturing relationships with all children.

Children respond positively to the childminder, and they follow instructions well. They are keen to help with tidying toys away and support each other to put things back where they belong. Children persevere to find missing pieces. For example, they are excited to find a missing tomato from a counting activity that had rolled under a cupboard. Their positive behaviour is praised highly by the childminder.

Children benefit greatly from outdoor learning opportunities, and the childminder promotes effectively their gross motor skills. They delight in using balance bikes as well as working more cooperatively with their friends on a range of other wheeled vehicles. Children enjoy using the playhouse and confidently initiate role play. For example, younger children become highly involved in a game of putting out fires. They run quickly around the large space and skilfully avoid obstacles.

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

- The childminder is committed to providing interesting and stimulating learning opportunities for children. The curriculum is ambitious, and the childminder has high expectations of all children. The provision for children with special educational needs and/or disabilities is strong. The childminder's practice is inclusive, and she successfully meets the needs of all children. This helps to ensure that all children make good progress across all seven areas of learning.
- The childminder supports communication and language well. She is an excellent role model, ensuring that children hear the correct pronunciation of words. Children's vocabulary and understanding of language are extensive. They communicate highly effectively with each other and can negotiate turn taking and sharing.
- Children behave well. They understand the expectations of the childminder, and they are keen to remind each other of the rules. Children demonstrate kindness and understanding of others, and they are aware of the individual needs of other children. For example, older children ensure their younger peers can become involved in learning.
- Children develop their self-care skills and independence. They wash their hands competently, and the childminder skilfully involves them in routine tasks throughout the day. For example, they carefully use a knife to chop fruit in

preparation for snack time. They use their initiative and spontaneously find a towel to wipe down the wheeled toys when they go to play in the garden.

- The childminder plans effectively for children's learning, taking a lead from their interests and motivations. The curriculum accurately reflects children's learning preferences. The childminder knows children well and uses her observations effectively to extend their skills and knowledge. Children benefit from a warm and interesting learning environment.
- The childminder celebrates the children's individual characteristics. She works well to support children's self-awareness and promote their self-esteem. Resources on offer reflect diverse families, and children learn effectively about the similarities and differences between them. Children talk with confidence and pride about their families.
- The childminder successfully supports children's early literacy. Children have access to a range of high-quality texts, and they make informed choices about the stories they would like to share. The childminder provides a cosy and comfortable experience for storytelling and actively encourages children's participation. Children delight in repeating familiar phrases.
- The childminder develops clear policies and procedures to underpin her effective practice. She shows a commitment to further extending her skills, knowledge and understanding through attendance at relevant training courses and webinars. She reflects with her co-childminder on the service they provide to ensure that they meet the unique needs of the children.
- Parents are delighted with the progress that their children are making. They value the partnership working that the childminder has with other agencies, such as speech and language. Parents receive regular feedback about their child's progress. However, due to the close working partnership with the childminder and her co-childminder, there are occasions when parents do not have the opportunity for a two-way flow of information with their child's identified key person. This means that information sharing is not as precise as possible to fully support children's learning at home and in the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is committed to keeping children safe. She has clear working knowledge of her role and responsibility to protect children from harm. She understands the importance of recording and reporting effectively, and she has clear systems in place that reflect the local safeguarding arrangements. The childminder assesses risk effectively and ensures that the opportunities on offer support children's awareness of their own safety. The childminder knows the signs and symptoms of abuse and talks with confidence about the action she would take if she had a concern 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:

- extend the opportunities for the two-way sharing of information between parents and their child's key person to enhance children's learning at home and in the setting.

Setting details

Unique reference number	EY270706
Local authority	Coventry
Inspection number	10234750
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	17 January 2017

Information about this early years setting

The childminder registered in 2010. She lives in Coventry. The childminder works with her daughter, who is also a registered childminder. The childminder operates all year round, except for bank holidays and family holidays, from 7.30am to 6pm, Monday to Friday. She provides funded early education for two-, three- and four-year-old children. The childminder holds a relevant early years qualification at level 3.

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 the rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector took into consideration the views of grandparents and parents.
- 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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