

Childminder report

Inspection date: 20 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 feel confident, safe and secure with the childminder. They settle quickly and build strong relationships with their friends, the childminder and her assistant. Children have fun and giggle with the childminder and her assistant, checking in for cuddles and support when needed. Children enjoy a range of creative activities that capture their interests. They concentrate on activities and are proud of their achievements. Children are aware of the childminder's expectations and the routines of the day. Behaviour is good. For instance, children use manners, are kind to each other and take turns. Children develop their physical skills well. They have access to equipment that supports them to develop both their large muscles and their smaller hand muscles. Children experience a range of extra opportunities which help them to further develop their physical skills. For example, they visit soft-play centres, gymnastics groups and parks.

Children develop their independence well. They happily select their own resources, tidy up after themselves, and peel and chop their own fruit for snack. Children engage in imaginative play. For example, they enjoy playing with dolls, cleaning them with wipes and giving them cuddles. There are a range of opportunities for children to develop their communication and listening skills. Children smile as they sing with puppets and talk to the childminder and her assistant about their favourite stories.

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

- The childminder plans a curriculum that is ambitious and well sequenced. She is finely attuned to children's needs and interests and plans activities that capture these. As a result, children are highly engaged in purposeful play at all times, and all children make good progress from their starting points.
- The childminder works closely with parents to find out what children know and can do when they start the setting. She continually assesses children to identify any gaps in learning and adapts her teaching to support children's learning and development.
- The childminder understands the importance of having regular conversations with her assistant to discuss her planning and children's progress. However, her assistant is not always fully aware of the intentions of the childminder's practice. This means that children do not always experience consistency in their learning and educational experiences.
- Parents speak highly of the childminder's provision. They say their children are excited to attend the setting and are happy during their time here. They say their children develop well and make progress in all aspects of their learning.
- The childminder supports children to learn about similarities and differences. Children know that they are unique and special. Children learn about a range of

cultural festivals and enjoy trying food from a variety of cultures. For example, they visit a Chinese restaurant while learning about Chinese New Year.

- The childminder teaches children that healthy eating contributes to ongoing good health. She discusses the benefits of healthy eating throughout the day and encourages children to drink water to stay hydrated. For example, when children use real broccoli to paint with, the childminder talks to them about vegetables keeping us healthy and strong.
- The childminder provides a wealth of opportunities for children to practise their speaking skills. Children develop their speaking skills well. For example, younger children point to their plate when they have finished their snack and say 'gone'. Older children happily discuss what they are eating and count how many pieces of fruit are left during snack time.
- The childminder has a good understanding of children with special educational needs and/or disabilities. She works closely with parents when referrals to external agencies are made and adapts her provision to meet children's individual needs. The childminder understands the importance of partnership working. She knows where to seek information and advice when needed and works effectively with external agencies.
- The childminder is reflective and understands the importance of her own professional development. She completes training to maintain her skills and knowledge, to work effectively with children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to protect children from harm. She knows the signs and symptoms that may indicate abuse. The childminder has a good understanding of the procedures she must follow if she has a concern about a child's welfare. The childminder completes regular risk assessments to ensure the safety and security of the environment for children at all times. She places a high priority on health and safety in the setting and ensures that her health and safety procedures are followed.

What does the setting need to do to improve?

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

- build on the current support for the assistant to ensure she carries out her role more effectively and can confidently and consistently implement children's learning intentions within activities.

Setting details

Unique reference number	EY410321
Local authority	Coventry
Inspection number	10235411
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 January 2017

Information about this early years setting

The childminder registered in 2011 and lives in Coventry. She works with an assistant. The childminder operates all year round, from 6am to 5.30pm on Monday to Thursday and from 6am to 4pm on Friday, except for bank holidays and family holidays. The childminder receives funding to provide education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Laura Reason

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 provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector and the childminder discussed the curriculum and the childminder's intent for children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder, her assistant and children.
- The inspector took into account the views of parents and children during the inspection.
- 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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