

Childminder report

Inspection date: 11 November 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder's home is welcoming. Children form close relationships with the childminder who is kind and nurturing towards them. This helps children to feel safe and secure in her care. Children confidently explore the range of resources that are available to them. Babies spend time investigating items with great interest, using their senses to fully explore. For example, they turn wooden items around, looking at them from different angles, and seeing how they feel against their faces.

Young children engage in purposeful play for long periods. They clearly have a plan while they collect the small-world furniture and play figures of various ethnicities they need to build their story in the doll's house. Children are keen to include the childminder in this story and offer toys for her to add to the house. Children use their imaginations well, asking visitors to 'shhhh' when the baby is sleeping.

Children behave well. The childminder supports them to develop kind and respectful behaviours towards each other. Children show care and concern for others, giving them their favourite toys for comfort when they are upset. Children play well together. Young children share pictures and books and speak gently with babies. All children enjoy learning. They make good progress and are well prepared for their next stages in learning and the eventual move on to school.

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

- The childminder is passionate about her work with children. She has a secure understanding of child development and uses this knowledge to design the curriculum. She has a clear intent for what she wants each child to learn. The childminder uses the information gained from parents and her own observations to build on what children already know and can do. This helps children to make typical and, in some instances, more than typical progress from their starting points.
- Overall, the childminder promotes speech and language well, including for children who require some additional support. She uses abundant opportunities to engage each child in conversation. As a result, children confidently use their increasing speaking skills and are enthusiastic talkers. However, at times, the childminder names items for children and does not always provide them with the opportunity to think and tell her the names of these objects themselves.
- Young children develop a love of books. They regularly select from the available books and look at them and talk about the pictures. They know how to care for books, turning pages correctly and, at times, putting them away when they have finished.
- The childminder arranges furniture appropriately in her home. This helps the

youngest children to develop their physical skills. Babies regularly use the well-placed furniture to pull themselves up to a standing position. However, numerous toys and resources remain on the floor. There is not always the available space, particularly for the youngest children, to strengthen their physical skills and develop their new skills as effectively as possible.

- The childminder provides a broad range of resources for children to select from and create their own imaginative games. Children welcome the childminder into their games and happily chat with her about what they are doing. For example, children collect cutlery from other areas and pretend to eat the selection of play foods they have set out for themselves.
- The childminder provides opportunities for children to increase their independence and do things for themselves. She instinctively offers the right level of support needed for children to achieve their chosen tasks. For example, when children struggle to put books back into a bag, the childminder asks if they would like her to hold the bag still. When the childminder does this, children successfully put away the books. They receive lots of praise for their efforts, which helps to increase their self-esteem and willingness to try.
- The childminder is proactive and seeks relevant training to keep her knowledge and skills up to date. For example, she has future training arranged that relates to her arrangements for children's learning, as well as regular webinars and reading to increase her knowledge of child protection matters.
- Parents speak highly of the childminder. They are happy with the regular communication they receive about their child's learning and how they can also support this learning at home. Parents say their children are happy attending and have close relationships with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of signs and symptoms that indicate a child may be at risk of abuse. She knows the local safeguarding partners' procedures to follow in the event of concerns about a child's welfare. The childminder understands the local procedures she must follow to report any allegation of harm that may be made against her. She keeps her knowledge of child protection matters up to date by attending regular training. She makes routine checks in her home to ensure that it is safe for children to attend.

What does the setting need to do to improve?

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

- provide children with more opportunities to name objects and pronounce words correctly as part of helping them to use their developing vocabulary
- review the organisation of toys and resources to make the most of the space

available, particularly for the youngest children to strengthen their balance and coordination and develop new skills effectively.

Setting details

Unique reference number	504787
Local authority	Coventry
Inspection number	10261947
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	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 July 2017

Information about this early years setting

The childminder registered in 1998. She operates from her home in Coventry. She works Monday to Friday, from 8am to 5pm, all year round. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector
Suzanne Taylor

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The childminder and inspector completed a learning walk conversation together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector
- The inspector took account of the views of the parents from the written information provided.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held conversations with the childminder and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the childminder's suitability and qualifications.

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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