

Childminder report

Inspection date: 2 December 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 content in the care of the childminder, who is kind, warm and nurturing towards them. They regularly go to her to seek comfort and cuddles, which the childminder gives them in abundance. This helps children to feel safe and secure while they attend.

All children confidently access the toys and resources that interest them. They are keen to show the childminder what they have, and include her in their games. Babies show how they roll their cars along the ground while making engine sounds. Other children enjoy role play with baby dolls, feeding them and brushing their hair. This helps them to develop their imaginations and use their existing knowledge about how to care for babies. Children practise their skills and develop independence in a range of ways. For example, they learn to manage their own personal care needs in the bathroom, dress themselves and are keen to prepare food for their snacks.

Children behave well and routinely use good manners. They respond well to the childminder's guidance and gentle reminders to be kind and take turns with each other. The childminder has high expectations for children's progress. Children develop the skills and understanding they need to move on to their next stage in learning and their eventual move on to school.

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

- The childminder uses a well-designed curriculum that supports children through the sequence of learning they need, to build on what they already know and can do. She uses detailed information that she gains from parents when children first start to decide what she wants children to learn next.
- The childminder plans a range of activities and experiences for children that align closely to their interests. She includes the intended learning for each child during her high-quality interactions with children. The childminder considers the different needs of each child and skilfully adapts her teaching to help them to learn.
- Children have fun while being creative. For example, older children find and match numbers and colours to add to their festive pictures. Younger children practise their skills in mark making with glue and remain engrossed for long periods. Babies smile with delight as they feel pom-poms and strengthen their hand coordination while picking up a range of resources of various shapes and sizes.
- Older children confidently use their good speaking skills. Younger children begin to use the words they know. This is because the childminder models speech and communication well. She takes time to listen and respond to what children say.

The childminder provides lots of opportunities for children to speak and listen. This also helps children to develop their understanding and follow instructions well.

- The childminder provides children with different ways to practise their physical skills. She takes them to different parks and soft-play centres where they can use different equipment, that helps children to further develop their climbing, coordination, and balancing skills.
- The childminder takes children to play sessions to develop their social skills with larger groups of children. They learn about the world around them as they walk in the local area and discover nature in the woodlands.
- Children have opportunities to learn about the similarities and differences in people in their communities. For example, they visit restaurants to try different foods to broaden their palate and they engage in creative activities as they learn about different festivals. This helps to develop their tolerance and understanding of the differences in others.
- The childminder is reflective of her own knowledge and practice. She ensures that she keeps her mandatory training up to date. However, the childminder does not place a great deal of focus on her ongoing professional development, to continually enhance her knowledge and skills and help children to make even more rapid progress in their learning.
- Parents speak highly of the childminder and the care that their children receive. They say their children are happy and they can see the progress they are making. Parents comment on the childminder's effective communication skills and the information that she shares with them about their children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that may indicate that a child is at risk of harm. She has a secure understanding of the local safeguarding procedures to follow should she have concerns about the welfare of a child. The childminder knows the procedures to report concerns about the conduct of an adult working with children. She makes routine checks of her home to remove any hazards or risks to children, ensuring that they remain safe at all times.

What does the setting need to do to improve?

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

- strengthen plans for further professional development and seek wider training opportunities to help raise the quality of provision and further improve outcomes for children.

Setting details

Unique reference number	EY490435
Local authority	Coventry
Inspection number	10265953
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	16 August 2017

Information about this early years setting

The childminder registered in 2015 and lives in Coventry. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector
Suzanne Taylor

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 childminder.
- The childminder and the inspector completed a learning walk 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 parents about the provision, from the written information provided.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of suitability of adults.

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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