

# Childminder report

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Inspection date:

7 December 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and feel secure in the childminder's home. The childminder is attentive and caring towards children. Children spontaneously come for a cuddle and often smile at her. The childminder is attentive, responds to children well, and addresses their needs promptly. Children have a sense of belonging and confidently access all resources unaccompanied. Children are engrossed and absorbed in the activities of their choice. They often invite the childminder to take part in their chosen games. The childminder engages children in meaningful conversations and interactions. Children seemingly transition between activities. For example, after a counting game, children enjoy learning number nursery rhymes and singing sessions in the childminder's home.

The childminder's curriculum is ambitious for all children. Children benefit from many outdoor activities, including trips to the local woods, soft play and playgroups with the childminder. They learn about different cultures and their community. The childminder prepares children well for their next stage of learning. Children are physically active indoors and outdoors. They explore nature activities in the woods and regularly attend local playgrounds with the childminder. Children develop dexterity and handling skills. For example, children pick up small coloured buttons with tweezers to match their colours with the ones on the carpet during an activity planned by the childminder.

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

- The childminder has devised a curriculum with comprehensive learning intentions. She supports children's learning and development effectively and establishes clear starting points. The childminder makes good use of assessments to identify and address gaps in children's development. Children, including children with special educational needs and/or disabilities, make good progress.
- The childminder demonstrates a good knowledge of the ways that children learn and develop. Children benefit from many activities that support their literacy and mathematics skills. For example, the childminder provides manual games, such as stacking chips in a row. Children learn positional language and ordinal numbers, and they take turns and count in sequence.
- The learning environment provides many opportunities for children's self-initiated learning and free exploration. The resources are purposeful and reflect children's needs and interests.
- Children benefit from access to many books and various types of age-appropriate reading materials. They often choose to interact with books independently, and very much enjoy listening to stories read by the childminder. The childminder introduces new vocabulary and reinforces words through

pointing and repetition. However, at times, she does not allow children time to think about questions and find their own way to answer them.

- The childminder makes mealtimes relaxing and comfortable. She promotes healthy eating. For example, she talks positively about the healthy foods that the children eat. The childminder passes information to parents about healthy options for children's lunch boxes. She builds on her knowledge about the nutritional value of food through workshops and other training.
- Children are independent in daily hygiene routines. For example, they get themselves ready when going to the garden and when preparing meals. The childminder teaches children about what keeps their bodies healthy, including oral health. They take turns in fixing a toy crocodile's teeth and discuss their visits to a dentist's clinic.
- The childminder has high expectations of children's behaviour at her home. She has devised a set of golden rules that children learn from the start of their attendance. When children struggle to understand that their actions negatively impact their peers, the childminder reminds them through reference to the rules. Children develop their understanding and self-regulation skills over time.
- The childminder's partnership with parents is effective. She regularly informs parents about their child's achievements during the day. Parents compliment the childminder for her love and caring attitude towards their children. Parents are happy, and report that the children are well looked after in the childminder's home. Children always talk about the childminder during weekends.
- The childminder works closely with other professionals and parents to improve her practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her safeguarding and child protection training is kept up to date. She has a good knowledge of a wide range of safeguarding issues, including female genital mutilation and exploitation. The childminder understands how to follow local safeguarding procedures if she is concerned that the child might be at risk of maltreatment. The childminder's house and garden are fully adapted for children's needs. The childminder has relevant risk assessments in place. She carries out regular checks of her house indoors and outdoors to ensure that any potential hazards are removed.

## What does the setting need to do to improve?

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

- build on already good interactions with children to give them time to process spoken language and consider how they want to respond, in order to promote communication and language development further.

## Setting details

<b>Unique reference number</b>	2602059
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10262838
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Coventry. She operates her service all year round from 7am to 6pm, Monday to Friday, except for family and bank holidays. She holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Anna Makowska

### Inspection activities

- This was the childminder's first routine inspection 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 spoke to the inspector about their intentions for children's learning and discussed the children's progress.
- The inspector spoke to children and gathered their views of the setting.
- Parents and carers shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation.

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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