

Childminder report

Inspection date: 21 December 2022

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| 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 enjoy their time with the childminder. She is very welcoming, and the children have a strong relationship with her. The childminder provides a warm and caring environment. As a result, children grow in confidence and flourish.

The childminder offers lots of praise and encouragement to children throughout activities. She provides the support they need when persisting with an activity, for example when children try to tie their shoelaces or put on an apron independently. Children are kind and play well together. They learn to use good manners and say 'please' and 'thank you' when sharing.

Children explore different materials freely. They are able to develop their ideas as they complete large-scale creative activities. For example, children select different-sized boxes and junk-modelling materials to help make a large train. The childminder encourages choices as children build the train and paint it. They are able to choose from a range of paintbrushes and paint colours. Children also think about the shape of the boxes and how they will represent the various features on the train. Furthermore, the childminder includes a variety of learning opportunities during the activity. For example, children count and explore shape and colour. Children enjoy joining materials and develop their own ideas.

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

- The childminder keeps her professional development and knowledge up to date. She attends regular training and has joined relevant groups to develop her learning further. The childminder recognises the importance of attending a range of training. She has identified future support to develop her early years practice further.
- There are plentiful opportunities for children to visit the local community and the wider city area. The childminder has completed courses that support children's outdoor learning. She ensures that they begin to understand the natural environment and living things. For example, children walk to the park and visit local nature areas to develop their recognition of insects. Children are confident as they recall an autumn walk and talk about collecting 'big bags of conkers' in the park.
- Children enjoy a healthy diet and have access to fresh drinking water throughout the day. The childminder helps children to choose a healthy filling to have in their sandwich for lunch. Children follow effective hygiene routines and understand when to wash their hands. The childminder shares stories that include the importance of brushing teeth. She promotes the importance of oral hygiene. Children use a dinosaur model with teeth to help them to understand

how to brush their teeth.

- The childminder models mathematical language and concepts in a meaningful way. She discusses the property of shapes as children play. She uses the vocabulary associated with shape, such as 'corners', 'edges', 'straight' and 'curved'. This helps children to find the pieces for a puzzle with support. When they are selecting boxes for a creative activity, she talks about the shape of each object. The childminder also supports children to count the wheels on the train. For example, she counts 'one' and 'two' as they learn to count in the correct order.
- Partnerships with parents are strong. Parents speak highly of the childminder and the service she offers. She keeps them well informed about their child's day. This includes providing them with verbal updates about activities and photos. However, the childminder does not engage with other early years settings that children also attend to help promote consistency in their care and learning.
- Children develop good physical skills due to the variety of experiences the childminder offers. They ride a balance bicycle and use slides to develop large-muscle skills. Children develop their small-muscle skills as they draw and complete jigsaw puzzles. They grip a glue spreader and confidently control it to spread the glue onto the card.
- Children's communication and language skills are developing well. The childminder engages children in a wide range of songs and stories that build on each child's interests and capture their imagination. Children join in enthusiastically with the familiar phrases in their favourite books. They look at the pictures and are able to answer questions to show their understanding.

Safeguarding

The arrangements for safeguarding are effective.

The premises are secure and fenced with appropriate safety gates. This ensures that children stay safe when attending the childminder's home. She makes routine checks of the premises to maintain their safety. The childminder keeps the appropriate documentation, which contributes to the children's welfare. She recognises the potential signs of abuse and the relevant procedures to follow if she has concerns about a child's welfare. Safeguarding documentation is clearly displayed in the childminder's home should she need to use it. The childminder has the relevant training to ensure that her knowledge is up to date.

What does the setting need to do to improve?

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

- develop partnerships with other early years settings that children also attend, to support a consistent approach to their care and learning.

Setting details

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| Unique reference number | 504764 |
| Local authority | Coventry |
| Inspection number | 10263430 |
| 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 | 3 to 3 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Date of previous inspection | 2 May 2017 |

Information about this early years setting

The childminder registered in 1994 and lives in the Green Lane area of Coventry. She operates all year round, from 8.30am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Clare Walton

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector was provided with parents' written feedback to gather their views.
- The childminder provided the inspector with relevant documentation on request.
- The inspector completed a joint evaluation of an activity with the childminder. Together, they evaluated the impact of the activity on children's learning.

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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