

# Childminder report

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Inspection date: 13 December 2022

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| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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| Personal development | <b>Good</b> |
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| Leadership and management | <b>Good</b> |
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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**

The childminder provides a home-like and nurturing environment. Children arrive happily to the childminder's home. From the start of the day, children demonstrate that they feel safe and secure in the childminder's presence. They spontaneously come to her for cuddles and reassurance. Children are confident and curious learners. For example, they ask questions about the lives of animals and their natural habitats.

The childminder promotes children's independence and confidence well. Children independently choose resources they need to create their imaginative play. For example, they pick up cupcake holders from a kitchen to make Christmas pudding. The childminder skilfully creates the right balance of teaching, such as planned activities and following the children's lead. Children are involved and concentrate on their learning immensely. They develop positive attitudes towards learning. For example, when children use the play dough to make three-dimensional shapes, they freely explore various resources and make their representations of Christmas decorations.

The childminder fully supports children's love of the natural world and animals. Children benefit from many hands-on experiences that teach children about caring for animals. For example, children feed chickens, play with dogs and observe seasonal changes of plants in a local field. Children develop a sense of responsibility and empathy towards animals.

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

- The childminder has devised a child-centred and ambitious curriculum. The curriculum is structured to allow children to self-initiate their play and direct their learning. The childminder gathers vital information from parents when children start their education with her. She uses the information to plan the next steps for the children. The childminder uses ongoing assessments to ensure children make expected progress in their learning and development. She shares her findings and children's next learning steps with parents. She swiftly identifies gaps in children's knowledge and devises a learning plan to close them. All children make good progress.
- The childminder attends mandatory training to ensure children are safe in her setting, for example paediatric first-aid training. However, she does not concentrate fully on her personal development to raise the quality of her teaching even further.
- The childminder acts as a positive role model and demonstrates good manners. Children learn to use their manners in all social situations. For example, they say please and thank you, and remember to be considerate of their friends' needs

during mealtimes. The childminder promotes healthy eating and offers healthy snacks. She provides parents with advice about making healthy lunches for children. Children enjoy nutritious meals at the childminder's home and display excellent behaviour at the table.

- Children love being active outdoors. They learn how to climb into a treehouse safely. Children make choices in setting up their outdoor learning environment. For example, they tell the childminder what resources they want to access from a shed. Children excitedly run, climb, and develop their large-muscle movements effectively.
- The childminder provides many stimulating and age-appropriate books for children to access independently. She reads to children in a joyful and interesting manner. This supports children in developing communication and language skills. Children are articulate and have excellent language skills. They learn new words and ask meaningful questions. Children excitedly sing nursery rhymes and move their bodies rhythmically.
- The childminder introduces children to simple counting in sequence. Children learn that anything can be counted, for example pasta shapes. Yet, at times, the childminder does not encourage children to find solutions to problems and overcome simple challenges independently.
- The childminder has built a strong partnership with parents. She keeps parents informed about planned events and offers advice on how they can extend children's learning at home. They comment positively on the childminder's impeccable knowledge of their children and are grateful for her hard work.
- Children benefit from many trips and outings that support their understanding of their community and the world. Children visit local parks, playgroups, sensory gardens, woods, and social events. For example, children have visited the memorial activities in the local park to learn about historical events.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder demonstrates that she fully understands her duty to safeguard children. She knows signs and symptoms that might indicate that a child might be at risk of harm. The childminder attends mandatory training to keep herself up to date with safeguarding knowledge and child protection procedures. She is confident in knowing what to do and who to turn to if she is worried about a child's welfare. Children learn how to keep themselves safe while playing in the garden and about road safety while walking. They confidently speak about the importance of washing their hands after interacting with animals.

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

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

- strengthen teaching methods to extend the support for children's thinking and problem-solving skills
- implement a professional development training plan to extend the quality of teaching even further.

## Setting details

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| <b>Unique reference number</b>                     | 224288  |
| <b>Local authority</b>                             | Coventry  |
| <b>Inspection number</b>                           | 10263667  |
| <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 4  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 3   |
| <b>Date of previous inspection</b>                 | 9 May 2017  |

## Information about this early years setting

The childminder registered in 1998. She lives in Coventry, in the West Midlands. The childminder provides care from 7.30am until 5.30pm, Monday to Thursday throughout the year, except for bank holidays and family holidays.

## 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 inspector carried out joint observations of activities with the childminder.

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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