

# Childminder report

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Inspection date: 18 January 2023

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

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

### **The provision is outstanding**

The provision is exceptional and children engage in a breadth of play opportunities. The childminder works alongside a very capable and committed assistant. Together they form a dynamic team, and children flourish in their care. Furthermore, the welcoming environment ensures young children exceed in their learning and development.

Children settle in very well and quickly develop a strong sense of belonging. They show excellent behaviour at all times. Children follow adult instructions when needed, for example during a group session. They are kind and respectful to their friends, the childminder and her assistant. Both adults immediately recognise children's individual achievements and praise them consistently.

The childminder and her assistant demonstrate an excellent understanding of how children learn and play. The childminder discusses children's patterns of learning and the skills they need to acquire as they learn. The environment she creates encourages children to explore and think critically. For example, children aged under two years explore baskets of sensory items. They empty and fill different-sized boxes that stack inside each other. They then successfully work out how to put all the boxes back together again.

Children explore 'cause and effect' in their spontaneous play. For example, they explore a selection of magnetic shapes and are fascinated as they quickly discover that the shapes stick together. Children develop confidence to explore as they repeat and practise what happens as they play. The investigative opportunities enable children to follow their curiosity. Therefore, children exceed in both their learning and development.

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

- The childminder has a clear ethos for the provision she offers. There are robust policies and procedures in place. The childminder attends regular training. This helps her to constantly maintain her excellent practice. The childminder and her assistant work extremely well together as a partnership. The childminder's passion for high-quality childcare is obvious. For example, she actively reviews her provision and has self-review systems in place. This contributes to the high-quality teaching and learning taking place.
- The curriculum intent is clear. The childminder's and the assistant's breadth of knowledge in child development ensures children access an imaginative curriculum based on their interests. Both adults skilfully engage children in learning at every opportunity. They observe what the children are playing with and, if necessary, they adapt the resources to develop learning further. They

model new words and ask questions to extend children's learning. For example, they introduce the words 'rough' and 'smooth' when children explore different-textured objects. Children are confident, eager to learn and thrive in the childminder's care.

- Partnerships with parents are very strong. The childminder values parents' role in their children's learning. This helps to build strong relationships. Parents praise the provision highly. They say that the childminder's support is 'above and beyond' to help in their child's development and learning. Parents are able to provide their views on the provision using online systems and questionnaires. This continuity contributes to the rapid progress children make in their learning and development.
- The childminder and her assistant support children's communication and language skills exceptionally well. They play alongside children and model language and vocabulary. They read stories to children and sing songs and rhymes. The assistant reads a dinosaur story to the children. They join in and enjoy shouting 'Roar!'. They also practise new words, such as 'squidgy' and 'fluffy' as they touch the different textures of squares in the book.
- Children enjoy an excellent range of mathematical experiences during their play. The childminder encourages children to take part in number rhymes during group time. She also supports children to start to count using their fingers during play. For example, children count together as they fill and empty containers. The childminder consistently reinforces colour recognition as children complete puzzles and read books. Children explore pattern and shape while they play with magnetic shapes. They start to notice patterns as they try and join shapes side by side and put them above and below each other.
- Children gain independence as they begin to serve themselves at mealtimes. They learn to hold and pour from a small jug into their own cup. This helps to develop their exceptional hand-to-eye coordination. The childminder ensures children enjoy plenty of fresh air and eat nutritious meals and snacks. They learn about healthy foods as they name fruit and vegetables at mealtimes. The childminder discusses oral hygiene with the children and they start to learn that they need to keep their teeth 'white and clean'.
- The childminder provides children with a breadth of experiences in the local community. Children visit the local library, go to the shops to buy fruit and vegetables, go for walks and take bus rides. The childminder also encourages parents to share their experiences from home. 'Percy the Bear' provides a link and continuity between the childminder and home. Children borrow 'Percy' and take photos of their adventures at the weekend or on holiday. They then excitedly talk about these when they return the bear. The childminder is proactive in ensuring children understand the wider world.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding and how to protect children from harm. She provides robust training and updates for her assistant. The

childminder can describe any potential signs that a child may be at risk. This also includes the 'Prevent' duty guidance and other areas of safeguarding. She is able to explain the local safeguarding procedures to follow if she has any concerns. The childminder carries out daily risk assessments. She identifies and minimises any potential risks in her home and garden and for any outings. This ensures she provides an extremely safe and secure environment that protects children from harm.

## Setting details

<b>Unique reference number</b>	2599721
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10262919
<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>	1 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<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 all year round from 7.45am to 5.30pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 6. The childminder works with an assistant who holds an early years qualification at level 3.

## 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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector completed a joint observation of an activity with the childminder. Together, they evaluated the impact of the activity on children's learning.
- The childminder provided the inspector with relevant documentation on request.
- The inspector was provided with parents' written feedback to gather their views.

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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