

Childminder report

Inspection date: 25 January 2023

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 very happy and the childminder is friendly and caring. Children have an excellent relationship with each other and the childminder. They demonstrate a good attitude towards learning. Children are enthusiastic as they take part in activities and are keen to learn. The childminder is consistent in her praise of good behaviour. For example, she tells children 'that's good waiting' at snack time.

Children develop their interests and curiosity. For example, they explore sound as they play a glockenspiel and shake rain makers. Children enjoy making lots of noise and different sounds as they play together, and comment that they are making 'noise' and 'music'.

Children enjoy the experiences the childminder provides for them to investigate and develop their imagination. They explore materials, textures and other objects in a creative tray, to help them to become more aware of the Chinese New Year. For example, children have bright coloured paper and paper plates to cut as they look at pictures of the celebration. They cut wool and pretend to make noodles, then 'have a go' as they try and pick up the wool using wooden chopsticks. Children play together with dragons and pretend the red paper and pipe cleaners are fire. They become absorbed in their play and make up stories. Children have time to practise their own speaking and make good progress in their learning.

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

- Partnerships with parents and the local community are strong. The childminder meets with other childminders and they attend sessions with the children at the local school. Children are able to socialise as they attend playgroups and soft-play sessions. Parents are positive as they speak about the childminder. For example, they describe her home as 'a happy place'. Parents praise the regular updates they receive about their child's achievements and progress.
- Children are prepared well for starting school. The childminder encourages them to be independent in readiness for transition to school. For instance, children are able to put on their school uniform as they dress for school sessions. At lunchtime, the childminder encourages children to undo the packaging from their food. She supports and encourages them to try as they gain confidence. Children learn to carry out key skills as they prepare for school.
- Children develop their physical skills through a range of activities. They walk to the local school daily and play at the park. Children develop control as they use a knife to practise cutting strawberries at snack time. They also use one-handed tools, such as scissors, as they hold and cut paper and wool during creative activities. Younger children learn to mould play dough and start to use their palms and fingers to create shapes.

- The childminder extends children's mathematical skills effectively. She asks them to count strawberries and raspberries as they prepare for snack time. Children name the colour of a block as they build a tower and then discuss who has the biggest tower. Older children explore calculation as they decide how many more they need of an object. As they make animals with play dough, they discuss the shape they need to make. Children are confident as they use their knowledge of counting, colour, size and shape.
- Older children manage their personal hygiene very well. They recognise the need to blow their noses using a tissue and then put it in the bin. The childminder supports children to understand the reasons why this is important. Children consistently put their hand to their mouth when they cough. The childminder offers them lots of praise to reinforce good manners. Children show that they understand hygiene procedures as they reply, 'I need to wash my hands now'.
- Older children enjoy a range of activities that enable them to make very good progress. They have plentiful opportunities to talk and develop their language skills. The activities in place expand children's vocabulary and experiences. For example, they use play dough and a container to make pretend ice-creams. Children enthuse as they discuss their favourite flavour. The childminder teaches them how to mould the dough. She extends children's vocabulary as she uses the words 'squash' and 'push'. However, the childminder does not consistently ensure that younger children are fully engaged in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The premises are secure and the childminder ensures children's safety. She carries out the risk assessments needed to minimise any risks to the children in her care. The childminder monitors children's attendance effectively and recognises any causes for concern. She has attended a breadth of safeguarding training. This includes the 'Prevent' duty and child sexual exploitation. The childminder is confident dealing with relevant agencies. She has a secure understanding of the local procedures to follow if she has a concern about a child in her care.

What does the setting need to do to improve?

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

- strengthen activities and challenge to fully engage younger children and raise their learning to the highest possible level.

Setting details

Unique reference number	EY441535
Local authority	Coventry
Inspection number	10263286
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 April 2017

Information about this early years setting

The childminder registered in 2012 and lives in Binley, Coventry. She operates all year round, from 7.30am until 5pm, Monday to Friday, 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 childminder and took that into account in the evaluation of the setting.
- The childminder showed the inspector around the premises and discussed how she ensures 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 inspector discussed how the curriculum has 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 inspector was provided with parents' written feedback to gather their views.
- The childminder provided the inspector with relevant documentation on request.

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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