

Childminder report

Inspection date: 1 February 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children thrive in this warm and welcoming environment. They are confident and motivated learners. Friendships develop and the children understand from an early age to take care of each other. They share, take turns and listen as they enjoy a wide range of activities that teach them the skills they will need for their next stage of learning and eventual move to school.

The childminder is very kind and nurturing. Children form close relationships and feel secure in her care. They smile as they play cooperatively and begin to develop their own games and choose their outfits for role play. Children enjoy exploring their imagination as they create their own unique 'love bugs' from a variety of materials. They develop their fine motor skills as they glue the wings to the body and decorate each piece. The childminder supports younger children's care needs while older children are independent in their own personal care.

Regular visits to local places of interest such as the library and local parks teach children about our wider communities. They change their books and meet new people. Children explore nature as the childminder introduces them to local outdoor initiatives, where children can be involved in a range of different experiences. Behaviour is very good and children learn about the feelings of others. They think about each other and show kindness, respect and tolerance as they play and engage with adults and children.

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

- The childminder has developed a wide curriculum across the areas of learning that will help children to acquire the skills they will need and to make progress from their starting points. She teaches children through varied topics that follow the children's interests. The childminder ensures that all children are fully engaged throughout their play and activities. She accesses training to build on her skills and to support her continued professional development.
- The childminder models language well and children are introduced to a wealth of language that they practise and repeat. They recall previous events they have enjoyed and what they know. Children have excellent speech and language skills that help them to make their wishes and feelings known from an early age. The childminder makes accurate assessments of each child's stage of development and what they need to learn next to be successful.
- Children have access to an outside play area, which is well-resourced. Children learn about keeping healthy as they wash their hands and follow good hygiene practises such as learning to cough into their sleeves. Good support is in place for children as they develop independent toileting skills, as they are ready. The children help to tidy away and replace toys into containers before starting a new

activity. They learn to follow simple rules.

- Children's emotional security is a priority, and the childminder has formed close relationships that help the children to feel secure. Children are confident and keen to show the inspector what they are doing. They pretend to be doctors to, 'make your finger better'. They enjoy stories and books and know that books can be a reference for learning. They choose their own stories and interact with activity books pressing the buttons for animal noises they know and repeat. Children understand that stories have an ending as they close the book and say, 'the end'.
- Children begin to learn about our diverse communities and the wider world. They learn about different festivals throughout the year, such as Chinese New Year. Children play with toys that represent the range of different people and abilities to build on their understanding of equality. Positive images of people help children to understand similarities and differences. That said children's emerging understanding of the wide range of different families other than their own, could be further supported.
- Parents report that they are very happy with the childcare provided and said that this is 'absolutely excellent'. They are kept informed about what their children do during the day and feel supported by the childminder. They know that their children are making good progress and the children also talk about their time and activities in the childminders care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder takes action to ensure that her premises are safe and secure to prevent access by unvetted people and children cannot leave the premises unsupervised. This helps to keep children safe. Risk assessments are suitable and minimise risks to children. The childminder has a secure understanding of her role to keep children safe. She knows the signs and symptoms that may indicate that a child may be more vulnerable to abuse. The childminder is aware of the local authority procedures to follow in the event that 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:

- consider the wide range of different families in our diverse communities and how children can learn about those families who are different to their own experience.

Setting details

Unique reference number	EY336997
Local authority	Coventry
Inspection number	10277206
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	2 to 8
Total number of places	8
Number of children on roll	9
Date of previous inspection	24 January 2019

Information about this early years setting

The childminder registered in 2006. She lives in Coventry. The childminder operates all year round from 7.45am until 5.45pm Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- This was the first routine inspection that the provider received since the COVID-19 pandemic began. The inspector discussed with the childminder the impact of the pandemic and has taken that into account in their evaluation of the childminder.
- The inspector observed the interactions between the childminder and the children throughout the inspection and watched a planned creative activity during the morning.
- The inspector spoke to the childminder about how she organises the curriculum for children of varying ages and the rationale for what children are taught.
- A sample of key documentation that supports the childminders safe and efficient management of the childcare was viewed by the inspector.
- Children spoke to the inspector about what they were doing throughout the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023