

Childminder report

Inspection date: 25 January 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 are happy and settled with the friendly childminder. She builds strong bonds with each of the children and they seek her out for comfort and to share their achievements. Children can easily access the resources they want to use. This encourages independence. There are many opportunities for children to develop their imagination and make choices as they play. For example, they play in the kitchen area and cook for their 'babies', build bridges with blocks, and get cars ready for a race. The childminder is a good role model and treats all children with kindness and respect. She plays alongside children and helps to support their language skills as they talk about their play. For example, children enjoy brushing off 'dirt' from pictures of teeth and say 'dirty', 'teeth', 'aah' and 'dentist'.

The childminder plans many opportunities for children to learn about their local community through regular outings. They visit a park to feed the ducks, go to the museum and the library, and walk around the local community. This helps children to explore learning in a range of environments, and further build on what they know. Children take part in celebrating festivals from other cultures in a variety of ways, and learn about the customs and beliefs of others. For example, they celebrate Chinese New Year through role play and crafts, and read books about dragons. This helps children to gain a deeper understanding of people and communities that may be different to their own.

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

- The childminder's learning intentions for the children are clear. Planning promotes all areas of learning and is inspired by the children's interests and needs. The childminder has thoughtfully planned activities that encourage children to be independent and curious. This means that children's learning and development are well supported.
- The childminder generally supports children's behaviour well. She gently reminds children about taking turns and explains to them about how their behaviour can have an impact on others. For example, she encourages sharing when children want to play with the same toy. As a result of this, children show care and consideration to their friends. However, the childminder does not adapt her strategies well enough to ensure they fully meet the needs of every child, so that all children understand what is expected of them and learn to manage their emotions. This means that, occasionally, some children do not always follow her instructions.
- Although the childminder encourages children to participate in the routines she incorporates into the day, this is not always successful. For example, some children help to set the table for snack time. However, other children do not engage as much and do not fully participate in activities at this time.

- The childminder encourages children to be independent. She provides a range of resources, and children have choices about where and with what they want to play. For example, children take out jigsaw puzzles and lay them on the floor to put them together. They put toys away when asked and independently seat themselves on a chair to eat. This helps to build children's confidence and self-esteem.
- Parents speak highly of the supportive and caring childminder. They comment that their children feel at home. Parents are happy with the care the childminder provides, and the progress that their children are making. They are encouraged to share their children's achievements with the childminder. This supports continuity of learning for the children.
- The childminder is proactive about her professional development. She is self-reflective and able to identify any areas where she can improve her practice. The childminder focuses on raising the quality of her teaching and regularly seeks advice and support. This helps her to extend the children's learning further.
- Children develop a good awareness of healthy lifestyles. The childminder provides them with healthy foods for meals and snacks, including blueberries and papaya. Children regularly go on long walks and spend time in the well-equipped garden. They use ride-on toys and play in the playhouse. The childminder helps children to wash their own hands, and talks to them about how they can keep themselves healthy, including brushing their teeth. This allows children to develop an understanding of a healthy lifestyle and enhances their physical well-being.
- The childminder helps to expand children's vocabulary. She reads a variety of stories and engages children in singing songs together. The childminder gets down to their level to play alongside them. She talks to children about what they are doing and repeats the words young children say to reinforce their vocabulary. This promotes children's communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about her responsibilities to keep children safe from harm. She confidently identifies potential signs of abuse, including the signs of female genital mutilation and radicalisation. The childminder knows who to contact if she has any concerns about the welfare of a child. She attends regular safeguarding training to keep her knowledge up to date. The childminder carries out risk assessments to ensure that children are safe when out on trips. She assesses and evaluates the risks in her home, ensuring that it is safe. The premises are secure, both indoors and outdoors. The childminder holds a paediatric first-aid certificate.

What does the setting need to do to improve?

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

- consider ways to adapt strategies for managing behaviour, so they are fully understood by all children to help them manage their emotions
- review the organisation of routines, so that all children are meaningfully engaged and fully benefit from the experience.

Setting details

Unique reference number	EY448021
Local authority	Coventry
Inspection number	10264955
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	1 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	30 June 2017

Information about this early years setting

The childminder registered in 2012 and lives in Coventry. She operates from 8.30am to 3pm, Monday to Friday, during term time only, except for bank holidays and family holidays. The childminder holds qualified teacher status and an early years qualification at level 3.

Information about this inspection

Inspector

Naziha Amin

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 setting.
- The childminder and the inspector discussed how the space is used for children's learning.
- The childminder completed a joint evaluation of an activity with the inspector.
- The childminder shared a sample of documents with the inspector.
- Parents spoke to the inspector and their views were taken into account.
- The childminder and the inspector had several discussions.

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