

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 are well settled and happy with the childminder, who is kind and nurturing towards them. They go to her for cuddles and comfort, which they receive in abundance. This helps children to feel safe and secure in her care. Children confidently explore the resources that are set out for them. Older children play with an Arctic scene and learn to share play with the animals. They respond well to the childminder's guidance to wait and take turns.

Children behave and play well together. Older children are kind and gentle with young children and babies. They help to include them during singing and rhyme time. For example, older children touch babies' tummies as part of the song, and babies give big smiles in response.

Children thoroughly enjoy looking at books. They happily choose their favourites to sit and share with others. Babies are keen to feel the textured areas of pages. Children engage for lengths of time and hold lots of varied conversations with the childminder about the animals they see. Children have fun and show positive attitudes to learning. All children, including those in receipt of additional funding, gain the skills and understanding they need to prepare them for their next stages in learning.

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

- The childminder has a sound knowledge of child development in all areas of learning. She gathers useful information from parents about what their children know and can do when they first start. This helps her to plan activities that interest children and include opportunities to support what they need to learn next. The childminder uses regular observations and discussions with parents to decide when children are ready to move on to their next stages.
- Children are confident communicators. This is because the childminder models speech and conversation. Children know when to take turns during conversations. They use their increasing vocabulary to describe the textures they feel. They begin to use new words, such as 'fluffy' and 'rough', and compare these textures.
- The childminder's enthusiasm is infectious and singing sessions are an exciting time for children. They are keen to suggest the songs to sing. Children follow the actions throughout and sing the words they know.
- Children enjoy play with resources that react. Babies enjoy music and lights when pressing buttons and turning knobs, standing to dance while the music plays. The childminder helps children to learn how to operate new resources. She provides clear step-by-step instructions, which children are keen to take turns to follow. Each child is excited for their turn to pull out a boat and then

press the log and watch the boat reel back in.

- The childminder promotes independence well. For example, children manage their own personal care needs well. They feed themselves healthy snacks and meals and begin to manage dressing in clothing and shoes. This contributes to children's increasing confidence and self-esteem as they are proud of their achievements.
- The childminder helps children to learn about the similarities and differences in our communities. For example, children experience play with kitchen utensils from other cultures as well as tasting foods from around the world. The childminder has not yet extended this teaching to help children develop an understanding of how families can differ beyond their own experiences.
- The childminder keeps her core knowledge and skills up to date for safeguarding and first aid. However, she does not explore other opportunities to build on her professional development, to enhance the provision even further for children.
- Parents speak highly of the childminder and are happy with how settled their children are. Parents value the information they receive about their children's care and learning, through discussions with the childminder and by accessing the information online.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable. She attends training to keep her knowledge of child protection matters up to date. She understands her responsibility to ensure that children are protected from harm. The childminder knows signs and symptoms which indicate that a child may be at risk of abuse. She knows the local safeguarding procedures to report concerns about children's welfare, including where an allegation may be made against an adult in her household. The childminder makes routine checks of the environment to ensure that her home is safe for children to attend.

What does the setting need to do to improve?

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

- build further on the teaching of similarities and differences in other cultures to help children develop their understanding of people and families beyond their own experiences
- identify opportunities for further training and continuous professional development that will continually enhance the provision for children.

Setting details

Unique reference number	EY428478
Local authority	Coventry
Inspection number	10276942
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	0 to 3
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 January 2019

Information about this early years setting

The childminder registered in 2011 and lives in Coventry. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for three-year-old children.

Information about this inspection

Inspector
Suzanne Taylor

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 and the inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views on the setting. The inspector spoke with children during the inspection.
- The inspector held discussions with the childminder and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the childminder's qualifications.

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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