

# Childminder report

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Inspection date: 13 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children thoroughly enjoy their time in the childminder's care. They form close relationships with her and seek cuddles and affection during the day. Relationships between children are continually developing and they play well together.

Children become confident and independent individuals. They make choices regarding their play and enjoy exploring the resources. Children learn to recognise different animals painted onto wooden blocks and match these to animals they see in books.

Children thoroughly enjoy spending time outdoors. They spend lots of time making marks on the fence with paint brushes of different sizes and tubs of water. Children pretend to make food in the play kitchen and use various pots and pans to make pretend food. They then create different sounds by turning the pots and pans upside down and banging them with different spoons, ladles and even the paintbrushes.

Children develop an awareness of diversity and the wider world as they learn about traditions and cultural events throughout the year. Positive images of people with different skin tones and abilities build their understanding of similarities and difference. They enjoy looking at photographs of themselves involved in activities which are displayed in the environment. Dressing-up clothes enable them to try clothes on from different countries.

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

- The childminder uses her knowledge of how children learn to plan a variety of interesting activities. She uses her ongoing observations and assessments of children involved in activities to identify how she can support the next steps in their learning. Resources are plentiful and capture children's interest.
- The childminder works alongside her assistant to ensure that children's care needs are known and met throughout the day. Gradual introductions to her home mean that children spend time getting to know her and her assistant and become familiar with their new environment. The childminder uses this time to gather detailed information about each child, which she uses effectively to plan for their time in her care.
- The childminder uses self-evaluation to identify areas of strength in her provision and areas she wishes to develop. She accesses various training courses to continually develop her knowledge and skills and uses this to enhance her practice. However, while the childminder works closely with her assistant, routines for monitoring their practice and identifying professional developmental opportunities are not yet fully established.

- Children rest and sleep as they need to. Safe sleeping routines are followed by the childminder and children are regularly checked to ensure that they remain safe. Regular nappy changing routines mean that children remain comfortable throughout the day.
- Children's enjoyment of books is nurtured. A variety of books is freely available for the children to access throughout the day and they enjoy sitting quietly to look at books alone. Story time is an important part of the children's day and they join in with their favourite familiar stories. They particularly enjoy 'The Gruffalo', recognising the different characters and they join in with familiar text and rhyme. The childminder encourages children's language and communication, asking questions to encourage them to pre-empt what is going to happen next.
- The childminder builds children's confidence through praise and encouragement. She recognises their efforts and achievements and maintains consistent boundaries for all children, particularly with regard to sharing the toys. The childminder spends time talking to the children, explaining why it is important to share and take turns and involves them in other activities until it is their turn to play with something.
- Children enjoy healthy snacks and food. Storage of children's packed lunches ensures that they do not access foods that is not theirs. Fresh drinking water is freely available. The childminder supports children as they re-fill their own water bottles as and when they need to. Independence is encouraged. Children wash their hands at appropriate times throughout the day. They access child-height wash stations when they need to and also use these to help fill the water tray.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role and responsibility to safeguard children in her care. She is knowledgeable of the signs that may indicate a child is at risk of harm and abuse. The childminder knows the procedures to follow to make a referral if she has a concern about a child or if an allegation is made against a member of her family. Effective measures are in place to ensure that children play in a safe and secure environment. Daily risk assessments help identify potential hazards and the childminder takes action to minimise these. Children are not left in the care of unknown adults.

## What does the setting need to do to improve?

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

- develop routines for monitoring practice to help identify professional development opportunities to enhance knowledge and skills and raise outcomes for children.

## Setting details

<b>Unique reference number</b>	EY430563
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10279455
<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 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	15 December 2022

## Information about this early years setting

The childminder registered in 2011 and lives in Coventry. Her husband works with her as an assistant. The childminder cares for children all year round, Monday to Friday, from 7.30am to 5.30pm. She holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Tracey Boland

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The childminder provided the inspector with a sample of key 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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