

# Childminder report

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Inspection date: 22 June 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

Children thrive in the remarkably well-planned and resourced learning environment that the childminder provides. For example, children laugh and giggle as they engage in a role-play activity with the childminder. They independently dress up as doctors and nurses. The childminder skilfully asks questions to deepen children's knowledge and understanding. She engages children in conversations about the heart and explains that the heart beats faster after we exercise. Children ponder and reflect and then suggest that taking deep breaths can slow our heartbeat down. These conversations help children to increase their understanding of how their bodies work and learn about the effects of exercise on their bodies.

Children relish the exciting stories that the childminder and her assistant read to them. They bring the book to life as they thoroughly engage the children. Children listen attentively and respond to prompts in the book, such as shaking the book to wake up the crocodile and patting it. This interactive storytelling helps children to remain deeply focused. The assistant asks questions and gives children time to think and reply. For example, she asks children about places that are hot. Younger children demonstrate an exceptional level of understanding and relay that fire is hot and water is used to cool it down.

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

- The childminder and her assistant offer an exceptionally well-organised indoor and outdoor curriculum, which allows children to excel in all areas of development. They carefully use observations and assessments of children to plan and deliver high-quality learning experiences. They offer a stimulating range of adult-led and child-led activities, which build precisely on what children need to know and do next. This ensures children make rapid and extensive progress in their learning.
- Children's behaviour and attitudes to learning are exemplary. They are all aware of the rules within the childminder's home. Children that have been attending for longer periods explain these rules to the newer children. Children are kind to one another and learn about sharing. For example, when younger children ask to play with the doctor's set, older children share their toys with them. This helps children to develop socially as they are considerate of how others are feeling.
- Children thrive in the outdoor environment. They show delight and excitement as they engage in water play. They experiment with filling and emptying containers. The assistant deepens children's understanding by engaging them in thoughtful discussions about objects that sink and float. These experiences help children to widen their understanding of mathematical concepts, such as mass and capacity.
- Children relish making ice creams in the sand pit. They use their hands to fill up

ice-cream cones. They delight in the sensory experience of sand between their fingers and use their hands to mould the sand. This helps children to strengthen their hand muscles, which helps with later skills in life, such as writing. The assistant engages children in meaningful conversations about different flavours of ice creams. She uses this opportunity to deepen children's understanding of where food comes from and what fruits can be used to flavour ice creams. These experiences help children to gain an understanding of the world that we live in.

- The childminder takes the children on a range of exciting trips. These include visits to local farms, zoos and soft-play centres. Children learn about animals and their habitats. To embed learning even further, the childminder takes the children to the library and reads books about animals that live in the African savannas. This widens children's understanding about zoo animals and where these animals come from.
- The childminder and her assistant continually reflect on practice. They attend regular courses to update their knowledge. Most recently, the childminder has attended a course to increase her knowledge and understanding on speech and language. This has had an immensely positive effect on children in her care. The childminder uses this knowledge to support children to the highest level. Children who start with delayed speech and language are now excelling and conversing in full sentences. The childminder works harmoniously with external agencies to ensure children receive the help and support they need, including those children who have special educational needs and/or disabilities.
- Parents are thrilled with the help and support they receive. They comment that the childminder treats them more like a family member rather than a client. They talk highly of the rapid progress that their children are making in their learning and development. They feel well supported to continue children's learning at home as the childminder sends out tailored homework packs for each child. They also comment about the wonderful community feel that the childminder embeds between all the parents, as they are invited to many events hosted by the childminder to celebrate their children's achievements.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know how to keep children safe from harm. They attend regular safeguarding training and are well versed with all areas of safeguarding. This includes extensive knowledge on signs and symptoms of child abuse and neglect. They know the importance of keeping accurate records and making timely referrals. They know who to contact if they are concerned about a child's welfare. The childminder and her assistant know what to do if they are concerned about another adult's conduct with children. The premises are safe and secure. Harmful substances are stored out of reach and sight of children.

## Setting details

<b>Unique reference number</b>	EY460151
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10285902
<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>	2 to 6
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	23 October 2017

## Information about this early years setting

The childminder registered in 2013. She lives in Coventry. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides overnight care. Funded early education for two-, three- and four-year-old children is provided. The childminder holds an appropriate early years qualification at level 2 and works with an assistant.

## Information about this inspection

**Inspector**  
Salma Yates

## 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 showed the inspector the premises and discussed how they ensure 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 and the impact that this has on children's learning.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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