

# Childminder report

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Inspection date: 26 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children make good progress while in the care of this nurturing and kind childminder. She has strong bonds with the children. They seek her out for comfort and reassurance if needed. Children are happy and settled during their time in this setting. They behave well and demonstrate a clear understanding of the boundaries the childminder sets. Children form strong relationships and play happily together as they take part in activities. For example, they giggle as they splash in the water tray, share pencils while colouring and show each other what they have made with the play dough. The childminder interacts with the children, and they respond positively by showing her what they have made.

Children enjoy singing familiar songs and following the actions. For example, children jump on the trampoline while singing 'Hop little bunnies' and 'Incy, wincy spider'. The childminder plans regular trips out to playgroups and the park. The childminder has an allotment where the children enjoy planting a selection of vegetables and nurturing them while they grow. These experiences broaden the children's knowledge and support them to practise skills they have learned. Children are friendly and confident with visitors, and they enjoy showing the visitors the insects they find in the garden.

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

- The childminder knows the children in her care well. She is experienced and understands the stages of child development. The childminder collects in-depth information about each child before they start. This helps her to ensure that children settle well.
- Children benefit from good challenge in the curriculum. For example, the childminder provides a range of tools such as pipettes, spray bottles, sponges and different-sized pouring containers. This supports the development of the muscles in children's hands and fingers that are needed for early writing skills.
- Activities are well paced. The childminder gives children plenty of time to play and explore. Children become very engaged in their learning, working out new ways to do things and repeating new skills they have learned. For example, they spend extended periods of time cleaning the toy cars by using the spray bottles and tipping and pouring water from one container to another. Although teaching is good, on occasions, next steps are not precise enough to ensure that it is clear what skills the childminder wants the children to learn to help them to make even better progress.
- The childminder supports children's language and communication skills well. For example, she uses good eye contact with children and speaks clearly. Children enjoy joining in with singing and repeating familiar words as the childminder sings. This helps to extend children's vocabulary and their understanding of

words.

- Children demonstrate their developing independence as they peel the skin off their banana and satsuma at snack time. They are able to play for extended periods of time without any input from the childminder. This enables them to develop their own play and initiate their own ideas.
- Routines are flexible and flow with the individual needs of children. The childminder is alert to their cues. For example, she recognises the signs that children display when they are hungry. Children's care needs are met precisely. This helps to support their overall well-being and development.
- The childminder helps children to develop an understanding of the wider world. For instance, children learn to grow fruit and vegetables at her allotment. The childminder supports children to make healthy choices at mealtimes.
- The childminder works closely with parents. She provides regular updates by using an online app. She takes photos of activities to show parents what their children are learning and doing while in her care.
- The childminder attends regular training to improve her knowledge on child development, which she uses to benefit the children in her care.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder's home is clean, tidy and safe. There are clear procedures in place to identify any risks before children arrive and throughout the day. The childminder ensures that the home is secure and children are supervised at all times. The childminder keeps her knowledge of safeguarding up to date with regular training and good relationships with the local authority. She has a good understanding of the different types of abuse and the signs to look for. She understands what action to take should an allegation be made against herself or someone in the household.

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

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

- identify precise and achievable next steps for each child to help them make the best possible progress in their learning.

## Setting details

<b>Unique reference number</b>	EY488409
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10276527
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	19 July 2017

## Information about this early years setting

The childminder registered in 2015 and lives in Coventry. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Lisa Rowland

### 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 she ensures they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder spoke to the inspector about each child's learning intentions.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed interactions between the childminder and the children.

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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