

Childminder report

Inspection date:

17 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

The childminder provides toys and equipment that the children show interest in. However, the childminder does not use the children's interests to extend the learning experiences enough. The childminder uses her front and back rooms where there are spaces for children to engage in activities such as, small-world and role-play activities or take part in messier creative activities at the table. However, the level of learning is sometimes too advanced for the children. This means that children do not make the best possible progress.

Nevertheless, children are content at this setting. The childminder has got to know the children and their families. There are opportunities for children to learn about the natural world and explore the local community through regular walks. The childminder takes the children to local parks and into Coventry city centre.

The childminder cleans the equipment regularly and asks visitors to sanitise their hands before they enter the house to maintain good hygiene. She teaches children to attend to their own hygiene needs and promotes independence. For example, children access the bathroom and wash their hands by themselves. The childminder also encourages children to put on their own coat and shoes and provides support if necessary.

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

- The childminder does not organise the curriculum around the children and their learning needs. She knows the children well and uses termly review documents to assess their progress. However, she does not make use of what she knows to plan the experiences on offer. For example, children take part in activities about the photosynthesis of plants because it is spring. They combine some materials to simulate the process and the childminder tries to introduce vocabulary such as 'chloroplasts' to them. This does not promote children's interests, stage of development or key identified next steps in learning.
- Teaching and learning at this setting are not appropriately pitched for all early years children and they are overly adult-led for some children. For example, the childminder expects young children to sit on chairs in a group to take part in adult led table top activities or high-level mathematics or literacy learning. She also expects young children to sit and listen to numerous stories despite having to constantly remind them to sit still, look and listen. As a result, children are not given enough opportunities to direct their own play-based learning and engage in enjoyable experiences.
- The childminder gives some consideration to children's communication and language development. She talks to children and gives them opportunities to practise making the correct shapes with their mouths to support pronunciation.

Older children listen to stories and join in with singing songs when asked.

- Children with special educational needs and/or disabilities are given support through appropriate referrals to external agencies. The childminder shows persistence to ensure that children get the right external support they need. The childminder holds conversations with parents to share concerns and completes relevant reports.
- The childminder's behaviour expectations are clear. Overall, children demonstrate positive behaviour. They follow instructions, and the childminder gives explanations when there are disagreements between children. Children understand the daily routines and help to tidy up the toys when the childminder asks them to.
- The childminder promotes healthy lifestyles. Children have access to water throughout the day and bring a packed lunch from home. The childminder comments on the importance of regular exercise and educates children and parents about healthy food choices. When children first start to attend the setting, the childminder sends home information to help parents understand what they should provide.
- Parents are happy with the service the childminder provides. They comment positively on the communication from the childminder. Parents receive support and are kept up to date about what the children are doing.
- The childminder accesses local authority training and network meetings to keep aspects of her knowledge up to date. However, she does not always make the most of her professional development and acquired knowledge to inform her teaching practice. This means that the quality of teaching is variable and teaching does not continually improve.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure safeguarding knowledge. She knows how to keep the children safe and knows the signs and symptoms of abuse to be aware of. The childminder knows who to contact if she has concerns about a child or if an allegation is made against herself. The childminder assesses and manages the risks in the environment and demonstrates precautions. For example, there are stairgates in place at the kitchen entrance and at the bottom of the stairs. Children do not go to the bathroom alone until they are old enough for this responsibility or in the garden until it has been checked and set up properly by the childminder. They are always within sight and/or hearing in the setting. The childminder keeps her paediatric first-aid certificate up to date. This helps to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the curriculum and ensure that children's age, stage and identified next steps in learning are considered when planning activities and experiences	12/07/2023
develop a better balance between child-initiated and adult-led activities to ensure that children have opportunities to lead their own play and engage in play-based learning.	12/07/2023

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

- make better use of training and professional development to enhance the teaching of the curriculum.

Setting details

Unique reference number	EY252879
Local authority	Coventry
Inspection number	10285655
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	2 to 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	13 October 2017

Information about this early years setting

The childminder registered in 2003 and lives in Cheylesmore, Coventry. She operates all year round from 7.45am to 6pm, Monday to Friday. The childminder provides funded early education for three- and four-year-old children. She holds a childcare qualification at level 6.

Information about this inspection

Inspector

Natalie Herbert

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the 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.

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