

Childminder report

Inspection date: 19 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are warmly welcomed by the childminder into this home-from-home setting. They giggle in delight at seeing their friends and greet one another on arrival. Children are happy and confident. They quickly explore the environment and discover the activities that the childminder has prepared for them. Children take part in under-the-sea activities. They have fun looking for sea creatures floating in the blue water and enjoy the combination of sand and play dough.

Children are excited to play in the garden. They ride along on toy cars and zoom through the blanket tunnel that the childminder has created for them. Children pretend to stop at the traffic lights, using coloured circles to represent the traffic lights. Children are taught the importance of road safety during the walk to school. They give 'high fives' to the crossing patrol and remember to look both ways when crossing the road.

Children benefit from opportunities that help them to learn about their community and the world around them. They make regular trips to the local park where they meet new children and build their social skills. Children practise their physical skills on the park equipment and enjoy ball games.

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

- Children practise their fine motor skills as they use one-handed tools, such as tweezers, to grasp small objects from an exploration tray. They enjoy mark making with crayons, pencils and chalk to develop their pencil grip for early writing skills in preparation for school. The childminder allows older children to search for digital images to support their interest in creativity. This also gives children the opportunity to understand how to use online resources safely.
- Children are provided with a selection of fruit for snack and are encouraged to make healthy choices. The childminder ensures that children's dietary requirements are met and that alternative food choices are on offer for those who require it.
- Parents share how happy they are with the care their children receive. They express how kind the childminder is and how much their children enjoy spending time with her. The childminder demonstrates a strong commitment to promoting positive relationships with parents and recognises the important role they take in children's development.
- The childminder actively encourages children to express their thoughts and interests, creating a supportive environment that values children's voices. She engages in meaningful conversations with children, actively listening to and respecting the contribution they make. The childminder is dedicated to creating a nurturing and caring environment for the children in her care. She supports

children's emotional well-being and fosters an inclusive atmosphere where every child feels valued, including those with special educational needs and/or disabilities.

- The childminder has created a broad and balanced curriculum that covers all areas of learning, which benefits children's development. She includes children's interests into activities effectively and demonstrates an understanding of the children's learning requirements. However, she has not fully developed her understanding of how to precisely sequence the curriculum. This means that, on some occasions, she is not able to extend the intended learning.
- The childminder works closely with other professionals. She meets regularly with other childminders who work together to provide stay-and-play sessions. During these sessions, children can enjoy stories, songs and rhymes, supporting their communication and language development. The childminder also visits a weekly forest school session at the local primary school. Children enjoy outdoor crafts and explore the long wavy grass.
- The childminder knows what children can do and what they need to do next. She plans activities to support them to practise skills to meet their next steps. However, the childminder is sometimes too quick to show and tell children what to do. This means that children are not fully challenged to build on their critical thinking skills independently.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an understanding of child protection procedures. She is aware of the signs and symptoms of abuse and has procedures in place that ensure children are protected from harm. She maintains thorough record-keeping, including accident and incident reports, and seeks appropriate advice and support when necessary. The childminder conducts risk assessments to ensure that the children in her care are protected from harm. She teaches children how they can keep themselves safe, including when using online resources.

What does the setting need to do to improve?

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

- identify more opportunities to allow children to challenge themselves and develop their critical thinking skills
- strengthen understanding of how to precisely sequence aspects of the curriculum to consistently extend children's learning.

Setting details

Unique reference number	EY219887
Local authority	Coventry
Inspection number	10295334
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	1 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	14 December 2017

Information about this early years setting

The childminder registered in 2002 and lives in Coventry, West Midlands. She holds an appropriate qualification at level 3. The childminder operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Nichola Patel

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the 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 they discussed how she ensures the premises are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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