

# Childminder report

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Inspection date: 4 August 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 are confident and happy. They smile while exploring the well organised, clean environment. Children freely access a variety of resources that are familiar to them. This enables them to experience success and consolidate their learning.

Children build secure trusting relationships with the childminder and their peers. They show genuine concern and compassion for each other if they witness any signs of distress.

Children are developing valuable skills to enable them to manage their feelings and control their behaviour. They are learning to take turns and share resources. Children tidy up resources with support and are beginning to use their manners. Children are making progress particularly in personal, social and emotional development.

Children show their fascination in animals. They imagine being lions and elephants as they stomp around the designated playroom. Further resources extend this interest and support them to develop key maths concepts. For example, the childminder has made animal-sorting and matching games. Children are benefiting from an ambitious curriculum. They are developing across the areas of learning and develop many essential skills to support them to be ready for school.

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

- The childminder understands what works well for the children at her setting. She is clear about what she wants children to learn and why. This enables her to focus her attention to support children to learn. The childminder is aware of the children's backgrounds. This indicates she can identify gaps in their experiences and plan opportunities for children to fill these gaps.
- The childminder uses her knowledge and experience to ensure her curriculum includes all areas of learning. The curriculum provides opportunities for children to learn about staying safe. For instance, role-play activities highlight the risks of fire. These experiences give children the chance to consider their response and practise fire evacuation procedures.
- The childminder teaches children through their freely chosen and adult-led activities. For example, the childminder carefully considers what resources are accessible and any preparation that is necessary to help them learn. This allows children's exploration and creativity to flow. Children lead their learning and feel successful.
- The childminder understands the importance of developing children's speech, language and communication skills. She regularly sings and shares stories with the children. Children generally use single or 2 words to communicate. For example, Children say single words such as 'brush' to communicate to the

childminder they want to use a paint brush. The childminder tunes into what the children are trying to communicate. However, the childminder does not consistently model for children how to link their words to form sentences.

- The childminder has widened the range of maths experiences she provides. The children are developing their number sense. They are beginning to recognise numerals. Children are developing their ability to count in these activities. For example, the childminder creates number matching games where children need to match numerals to their quantities. However, the childminder does not consistently promote opportunities in routines and in the environment to support children to gain a secure and deep understanding.
- The childminder is a fantastic key person. She creates a culture of respect. The childminder values the children's views, opinions and beliefs, as she actively listens and responds instinctively to their individual needs. This results in children developing strong trusting attachments which enable them to thrive.
- Communication with parents is strong. The childminder evaluates and gathers feedback from parents to improve. They share positive feedback about the childminder's service. Parents recognise the impact the childminder has on their children's progress. The childminder engages parents as she promotes active lifestyles and oral health. Children benefit from active learning experiences both indoors and outdoors. This supports children to develop both physical health and well-being.
- The childminder works in partnership with parents and professionals. She values their contributions to the statutory progress check for children aged two to three years. This check supports the childminder to identify children with special educational needs and/or disabilities and highlights the need for specialist support.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities in keeping children safe. She completes all training, to ensure that her knowledge is current. The childminder knows the signs and symptoms that could alert her that children are at risk. She is confident in responding, recording and reporting her concerns. The childminder understands how to effectively manage allegations. She is clear about the policies and procedures she has in place to lead her practice. The childminder provides a safe, well-maintained setting. She checks and remains vigilant to possible risks. This reduces the potential risk of harm to children.

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

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

- develop further ways to support children to link words to form sentences, to

strengthen their communication skills

- enhance opportunities for children to gain a secure foundation of numbers to 10, to strengthen their understanding of number facts.

## Setting details

<b>Unique reference number</b>	EY294003
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10280048
<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 17
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	20 September 2017

## Information about this early years setting

The childminder registered in 2004 and lives in Coventry. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Vicki Abrahart

### Inspection activities

- This was the first routine inspection the provider received since COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder.
- The childminder showed the inspector the premises and discussed how they ensure that those safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector during the inspection.

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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