

Childminder report

Inspection date: 18 January 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant build close relationships with children. They listen intently as children talk about things they have been doing at home with their families. This builds children's confidence and supports their emotional well-being. The childminder plans a wide variety of activities, taking into account children's interests and learning needs. As a result, children are interested, motivated and engaged and make good progress in their learning. A well-planned curriculum covers all aspects of learning and supports children's ongoing development. For example, older children enjoy making vegetable soup. They recognise and name the different ingredients and carefully chop them into pieces and place them in the saucepan. They recall having the foods at home and comment on the 'bumpy' cabbage leaf and the strong smell of the onion. Younger children enjoy exploring the texture and smell of the different foods. They spend time filling and emptying bowls with carrot and parsnip peelings using ladles and pasta spoons. Parents are actively involved in their child's learning. The childminder shares ideas of ways they can continue their child's learning at home.

The childminder and her assistant respond well to the needs of the children. Younger children seek cuddles and affection, and adults reassure them when the inspector first arrives in the home. Children's individual care routines are well known and met throughout the day. They behave well and receive lots of praise and encouragement, which builds their self-esteem. Children learn to share and take turns and wait patiently for their turn during an activity. For example, older children wait and watch as others press the top of the blender, under the watchful eye of the childminder's assistant, to liquidise the vegetables to make their soup.

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

- The childminder and her assistant work very well together. They continually evaluate their practice and access a wide variety of professional development opportunities to enhance their knowledge and skills. The childminder seeks the views of parents and carers to develop the provision further.
- The childminder takes effective steps to ensure that children play in a safe and secure environment. Daily risk assessments ensure that potential hazards are identified and action is taken to minimise them. The childminder continually builds children's awareness of their own safety. Children learn to use small tools, such as children's safety knives when involved in cooking activities. They build their awareness of safety near the road when out and about.
- Children's language and communication skills are supported well. The childminder and her assistant respond to younger children's babble while introducing single words to support their emerging language development. They encourage older children to share their experiences and talk about how they are

feeling. The childminder nurtures children's love of books. Children enthusiastically join in with familiar stories, and all of the children repeat the actions as they read 'We're Going on a Bear Hunt'.

- Children enjoy spending time in the local community, building friendships with children at groups they attend. They learn to move in different ways and build their physical skills, confidence and balance when completing gymnastics. Children are also learning Spanish. They greet each other during circle time by saying 'hola' and recognise and name items, such as a plane and a boat, in Spanish. Children enjoy spending lots of time outdoors, planting seeds and plants and watching as they grow.
- Children develop good dexterity using a variety of materials and media. They make marks in various ways, such as with sticks in mud and with various pencils, felt-tip pens and crayons. Children are encouraged to sound out and recognise the letters that form their names. However, children are not always provided with opportunities to express themselves freely when writing letters or their names.
- The childminder works in partnership with parents to ensure that children enjoy healthy and nutritionally balanced packed lunches. Children's individual dietary needs are known and respected, and children enjoy fresh drinks throughout the day.
- Partnership with parents is strong. The childminder shares information each day with parents about their child's learning and activities they have enjoyed. Parents are very happy and feel that their children are thriving and have become so confident since being in the childminder's care.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance opportunities for children to express themselves freely when mark making.

Setting details

Unique reference number	EY498567
Local authority	Coventry
Inspection number	10311864
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 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 April 2018

Information about this early years setting

The childminder registered in 2016. She lives in Coventry. The childminder operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

Information about this inspection

Inspector

Tracey Boland

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to children to find out about their time at the setting.
- The inspector carried out a joint observation of an activity undertaken by the childminder's assistant with the childminder.
- Parents shared their written views of the setting with the inspector.
- 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.

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 2024