

# Childminder report

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Inspection date:

7 March 2024

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<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The childminder provides a superb, child-led and interesting learning environment. She develops warm, nurturing and respectful relationships with children and their parents. As a result of her kindness and compassion, children feel extremely secure and happy in her care. The childminder is an excellent role model and enthusiastic play partner. Her positive approach encourages children to demonstrate respect and empathy as they develop relationships with their peers.

The childminder provides excellent support and intervention, using her deep knowledge of each individual child. This enables children to develop as active and confident learners who are keen to lead their own play. Children play collaboratively and cooperatively, making sure to include their peers and younger children in their games. The childminder carefully observes children's play behaviours and skilfully weaves in new vocabulary and concepts. For example, children learn about how to act in an emergency as they engage in role play with the medical equipment.

The childminder places great emphasis on children's physical health. She teaches children about the importance of oral health and healthy eating. Children enthusiastically share that they have cleaned their teeth. They happily discuss the fruits and vegetables they think might be in their lunch boxes. The childminder supports them to recognise the positive impact of a healthy lifestyle on their well-being.

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

- The childminder has made significant changes to her curriculum and how she organises her day. She skilfully uses children's interests and motivations to inform her planning. This supports children to become highly engaged and involved in their learning. The childminder teaches children how to make informed choices in their play. As a result of this children are able to confidently communicate their thoughts and preferences.
- The childminder accesses numerous professional development opportunities to drive improvement across her setting. She thoughtfully applies this knowledge to her practice. The childminder works in successful partnership with other professionals to ensure that children with special educational needs and/or disabilities receive swift support. This ensures that all children in her care make strong progress and are well prepared for the next stage of their education.
- The childminder is a superb role model for children's communication and language. She tunes in expertly to their verbal and non-verbal cues. The childminder takes a lead from children's actions and weaves in new thoughts and ideas to extend their learning. Children are exceptionally confident communicators. They use descriptive language and are able to negotiate the

rules of their pretend play. The childminder skilfully uses open-ended questions to further support their critical thinking skills.

- Children are exceptionally kind to each other. They respond positively to the childminder and their peers. The childminder expertly supports children to understand the similarities and differences between them. She makes the most of world events and children's family lives to develop respect and understanding for each other.
- Children work cooperatively and demonstrate exceptional perseverance, for example while putting items back where they belong. Children eagerly seek out pots and buckets to collect up their treasures. They happily help each other to get the job done. The childminder makes every task fun. She uses playful language and joyfully engages the children in a way that builds their self-confidence.
- The childminder uses her expert teaching skills to effectively sequence learning for children. She demonstrates an extremely clear understanding of the skills that children need to practise to take responsibility for their personal care, for example when they are toilet training. The childminder takes exceptional care to ensure children's privacy. She maximises opportunities for one-to-one communication during respectful care routines.
- The childminder supports children to develop a love of books and stories. Children are keen to sit close to her as they explore books together. The childminder makes stories fun. She skilfully uses her voice and actions to ensure children are highly engaged. As a result of this, children develop sound early literacy skills.
- The childminder enthusiastically supports children's physical development. They develop their stamina as they walk on the school run and around the local community. The childminder ensures that children have many outdoor learning experiences. Children develop their movement and balance skills as they use a range of play equipment in local parks and play centres.
- Parents are thrilled with the progress that children make while attending the childminder's setting. They comment on children's excellent behaviour and their ability to play cooperatively with others. Parents are delighted with how happy their children are in the childminder's home and how they look forward to playing with others. Parents feel highly involved and well informed about their children's learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	EY252879
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10298980
<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>	0 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	17 May 2023

## Information about this early years setting

The childminder registered in 2003 and lives in Cheylesmore, Coventry. She operates all year round from 8am to 5.30pm, Monday to Thursday. 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

Lisa Gadsby

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their 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.

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