

Childminder report

Inspection date: 16 May 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

Children are happy in the care of the childminder and her assistant, who are gentle and nurturing towards them. Children give them lots of smiles and go to them for cuddles and comfort, which they receive in abundance. This helps children to feel safe in their care. The childminder arranges the play space well for children indoors. Furniture and resources are well placed to enable children to access toys that interest them and for those new to walking to move about the space. As a result, children confidently access resources and have the time to lead their play and learning. The childminder engages children in play and includes the learning that children need in her interactions. For example, children enjoy a game of colour matching. Some children can name each of the colours while others can find the colours when they are asked. They are proud to hold up their pieces when they find another one.

Children show positive behaviours. For example, older babies begin to play together with their peers. They include turn taking in their games, such as during role play, they take turns using the sink to fill their cups with pretend water to drink, then move aside for their friends to take their turn. Children give each other toys to help include them in their games.

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

- The childminder makes good use of the time spent with parents when children first start, to find out what they know and can do. This helps her to decide what they are ready to learn next. She makes plans for what to include for children to build on their skills and knowledge during play activities and experiences.
- The childminder and her assistant generally promote communication and language well. At times, there is lots of conversation, and the adults repeat what children say to enable them to hear words said correctly. Children engage in singing and rhymes to help them to use their voices. However, at times when adults ask questions, they do not give enough time for children to think and respond before they answer for them and ask another question. This does not support children to practise their emerging speaking skills.
- That said, children who speak English as an additional language are supported well. The childminder and assistant use their knowledge of other languages to support children's understanding, while they also use English to help them acquire a new language. As a result, young children become more confident in using English and begin to form short sentences.
- Children develop increasing independence. They confidently explore the range of accessible resources and happily engage alongside others. Younger babies manage their drinks and feed themselves. Older children confidently demonstrate how they wash their hands in the role-play area, adding soap and

rubbing and rinsing under the toy tap. They smile broadly in response to the praise they receive, which helps to raise their confidence and self-esteem.

- Children have opportunities to develop their physical skills. They enjoy playing in the garden and use the available equipment to practise their climbing and sliding skills. They have space to run freely or practise their ball skills, such as rolling or catching. The childminder assesses risks carefully to ensure that children continue to be safe while they play.
- Children show positive attitudes to learning. They begin to learn early mathematical concepts when they make attempts to match coloured shapes and insert these into magnetic boards. Children show a go attitude and keep trying until they succeed. The childminder and other children cheer when they are successful and there are lots of smiles from everyone.
- The childminder and her assistant have previously attended training to continue their professional development. However, they have not continued to seek these development opportunities, which help to build on their knowledge and understanding to enhance the provision for children and help them to progress as rapidly as possible.
- Parents are happy with the service provided by the childminder. They say their children are happy attending and are making progress in their learning. Parents say the childminder and assistant are approachable and that they provide regular information about their child's care and learning.

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:

- provide ample time for children to think about questions asked of them before they respond while practising their speaking skills
- seek professional development opportunities to build on knowledge and skills and enhance the provision for children so that they make the most rapid progress that is possible.

Setting details

Unique reference number	2578205
Local authority	Coventry
Inspection number	10347756
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 3
Total number of places	12
Number of children on roll	7
Date of previous inspection	15 August 2023

Information about this early years setting

The childminder registered in 2020 and lives in Coventry. She operates all year round, Monday to Friday, from 7am to 6pm. The childminder works with an assistant.

Information about this inspection

Inspector

Suzanne Taylor

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and inspector completed a learning walk discussion together to find out the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector took account of the views of parents from the written information provided.
- The inspector spoke to the children and the assistant at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting was organised. The inspector reviewed relevant documentation, including evidence of the suitability of adults working in the setting.

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