

Childminder report

Inspection date: 29 April 2025

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| 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

The childminder fosters a safe and secure environment, where children can thrive. As soon as they arrive, children feel at home and quickly adjust to the inviting atmosphere. They eagerly explore a variety of activities that the childminder has thoughtfully prepared, allowing them to engage in play that stimulates their creativity and curiosity. The space encourages each child to freely select what interests them, developing their independence and confidence as they interact with the materials and their peers. For example, children select jigsaws that match their stage of development and resources that support their fascination with trains.

The childminder's curriculum and teaching approach support children, particularly those with special educational needs and/or disabilities (SEND), in making progress and being ready for school. Children are confident in their ability to ask questions and seek support. Children are aware of their childminder's expectations of their behaviour and manners. They are polite and considerate to others. The childminder praises children's positive behaviour.

Children listen to their favourite stories repeatedly. They become familiar with the narratives and characters in stories and can often finish sentences or predict what will happen next. Older children, in particular, develop the ability to retell stories in their own words, demonstrating their understanding and memory of the story. These experiences that the childminder provides enhance the children's listening skills and develop a love for stories.

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

- The childminder understands the learning and developmental needs of the children. She recognises their capabilities and identifies areas where they require support. For instance, she observes children controlling and coordinating tools, such as using tweezers to pick up pasta. She motivates them to persevere and encourages them to solve problems. The childminder provides prompting questions or demonstrations to help children complete tasks independently, effectively scaffolding their learning.
- The childminder plays alongside the children and engages them in conversations that relates to their play or personal experiences. These quality interactions encourage the children to speak at length, listen to others and respond to questions with excitement. The childminder skilfully models and introduces new words, which children repeat and begin to use in context. For example, when children are exploring the sand and water, the childminder models how to use language, such as tip, pour, full and empty. Children repeat the language and link it to the play. Children are making progress in their language development.
- The childminder is knowledgeable about the children's individual needs. She

recognises when they are becoming distressed and provides them with the nurture and support they need to regulate these emotions. For example, when children are trying to squeeze the glue out of the very stiff bottle. She observes the children and stays close to encourage, model and support, so that they do not give up.

- The childminder and the children are respectful and kind. The children demonstrate their kindness and respect in the setting. For example, they recognise that other children are waiting for resources, so they kindly share them without prompting. These acts of kindness are met with good manners as they thank each other.
- The childminder creates various opportunities for the children to be active. She organises trips to a local playground, allowing the children to access large equipment to help them build confidence in climbing and balancing. When given the choice, the children enjoy playing outside, engaging in sand and water activities and searching for insects. The childminder uses the outdoor environment to enhance the children's understanding of nature. She emphasises sun safety by encouraging the children to stay hydrated with regular drinks, find shade to avoid overheating and wear hats.
- The childminder completes all the essential training necessary to meet requirements. Following the training, she reviews her policies to reflect the updates. The childminder plans to access further professional development opportunities to strengthen her practice.
- The childminder maintains strong relationships with both parents and professionals. She regularly shares information with parents and contributes to external assessments. The childminder knows whom to contact in her local authority to seek support for children with potential emerging SEND. However, she has not yet accessed this support to obtain additional assistance or funding.

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:

- build on existing partnerships with professionals to gain knowledge about funding available and strategies for meeting children's individual needs, particularly those children with SEND.

Setting details

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| Unique reference number | EY466542 |
| Local authority | Coventry |
| Inspection number | 10380726 |
| 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 | 2 to 11 |
| Total number of places | 6 |
| Number of children on roll | 10 |
| Date of previous inspection | 20 June 2019 |

Information about this early years setting

The childminder registered in 2013. She operates all year round from 7.45am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers government funded places for eligible children.

Information about this inspection

Inspector

Vicki Abrahart

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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.
- The inspector spoke to several parents during the inspection and took account of their views.

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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