

Childminder report

Inspection date: 27 June 2024

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 creates a calm and clean environment for the children. In her role as a key person, she makes an effort to really get to know the children and their families. The childminder helps the children to feel safe and secure. Children show that they have formed strong attachments with her by staying close to her when they are uncomfortable. When there are changes to the children's routines or unfamiliar people are around, the children take some time to observe, listen and wait before they move away from the childminder to explore activities.

The childminder cares for and respects the children. She considers them individuals and values their different needs, interests and preferences. She reflects this in the curriculum she delivers to them. For example, she recognises that some children are reluctant to engage in activities that have a rigid structure, so she teaches the children through play.

The childminder encourages children to be active, eat healthily and take care of themselves. They have access to a stimulating outdoor environment where they learn how to care for living things. The childminder provides opportunities for them to experience the life cycle of a butterfly. The children watch and discuss the changes they observe and document this through pictures that they share with parents. The childminder spends time teaching the children skills to help them become independent. She models and supports children in using cutlery effectively and encourages them to put their shoes on the correct feet by asking if the shoes feel comfortable.

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

- The childminder has experience in planning and delivering an early years curriculum. She understands how children learn and can support this through her teaching. The childminder recognises children's learning needs, interests and preferences and creatively uses this information to implement her activities. For example, when children struggle to identify and understand patterns, she uses their interest in vehicles to encourage engagement. The childminder models the pattern sequences such as car, lorry, car and lorry. Children recognise the pattern and predict what comes next. Children use this information to create their patterns.
- The childminder frequently provides opportunities to enhance the children's communication and language skills. Her interactions provide the children with a language-rich playtime. This creates an environment that encourages language development. However, there are instances when the childminder poses questions to the children but might not always allow enough time for them to respond.

- The childminder provides a structure to the day. She clearly communicates expectations for the children's behaviour, resulting in overall positive conduct. When the childminder observes instances of children taking toys from others, she gently reminds them about the importance of being kind and considerate towards one another. The children respond positively to her guidance and any issues are resolved without delay. Furthermore, the childminder consistently reinforces the use of good manners among the children. In situations where children forget to express gratitude, she gently prompts them by asking where their 'magic manners' are. This allows her to effectively remind the children about the significance of having and using good manners in their interactions.
- The childminder fosters independence in children by teaching them essential personal care skills like toileting, handwashing and teeth brushing with minimal assistance. Being aware of potential risks, the childminder regularly evaluates the environment and seeks guidance to ensure safety. Furthermore, she actively communicates important safety information to parents to raise awareness of concerns such as safe sleeping guidance, choking hazards and online safety.
- The childminder actively works in partnership with parents and professionals, ensuring effective communication and information-sharing. In situations where concerns arise about a child with possible special educational needs and/or a disability, she provides valuable assessments and further insights into children's learning and development within her setting.
- The childminder assesses her service by participating in quality assurance visits from her local authority. During these visits, the childminder receives updates about safeguarding and information about training courses, which she then incorporates into her policies and accesses additional training. Parents also contribute to the evaluation process by filling out surveys, and the childminder makes sure to take time to respond to their feedback. Parents are very happy with the service she provides.

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:

- continue to support children's communication and language skills by providing children with enough time to respond during interactions.

Setting details

Unique reference number	223961
Local authority	Coventry
Inspection number	10348797
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	17 September 2018

Information about this early years setting

The childminder registered in 1998. She lives in Coventry. The childminder operates all year round from 7.30am until 5.30pm Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vicki Abraham

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed activities in the childminder's home and conducted a joint observation of a planned activity with the childminder.
- Parents shared their views of the childminder with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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