

Childminder report

Inspection date: 25 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant provide a stimulating, nurturing, home-from-home environment. All children have formed close relationships with the childminder and her assistant. This helps them to feel safe, confident, happy and motivated to learn.

Children like the broad range of toys and activities on offer. Older children enjoy tactile activities presented to them. They count their scoops and dig around a large tray of cereal looking for numbers. Older children are able to find various numbers and recognise them. This supports children's skills in counting and number recognition. Younger children spend time filling and emptying containers with cereal. They learn new words, such as 'mix', 'pour', 'tip', 'stir' and 'crunchy'. This supports younger children's communication and language development as well as their concentration and coordination.

All children like the mark-making tools on offer. Older children are confident using crayons and start to form the first letter of their name. Younger children enjoy drawing lines and making circles with crayons. This supports children's fine-motor skills and hand-to-eye coordination.

Children exhibit good behaviours. They understand the rules and respond well to regular praise from the childminder. This contributes to their high levels of self-esteem. Children show positive attitudes towards learning and make good progress. As a result, they are ready and prepared for their eventual move on to nursery or school.

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

- The childminder has a robust settling-in procedure that meets the individual needs of each child. This supports children to be settled, happy and ready to learn when they first start. The childminder gathers detailed information from parents about what children can do and already know at the beginning. She uses this information to plan activities to support children with what they need to learn next.
- The childminder is not always confident about when to refer children to other professionals, such as speech and language therapists. While the childminder uses strategies to help ensure children make good progress from their starting points, they do not always benefit from additional support from other agencies.
- Older children benefit from the strong links the childminder forms with staff at the local school. This supports a smooth transition to school.
- Children enjoy singing a range of songs and have fun when following the actions. The children are familiar with the stories the childminder reads to them.

Older children are able to talk about their favourite books, retell simple stories and share facts they have learned from books. This helps children to increase their vocabulary and ensures all children make good progress in their speech development.

- Parents are pleased with the progress their children make. They report their children have become more confident and have made good progress since starting. Parents are also happy with the reports they receive and say their children enjoy attending.
- The childminder includes all areas of learning in her curriculum delivery. For example, children develop their coordination and smaller hand muscles as they play in the cereal, filling and emptying containers; they enjoy finding numbers and pretending to make breakfast.
- Children receive regular praise from the childminder, which supports their confidence and well-being.
- Self-help and independence skills are well supported throughout daily routines. The childminder encourages children to put on their own shoes, wash their hands and tidy up. The children have access to drinks throughout the day, and are offered healthy snacks and meals. The childminder teaches children about healthy eating, oral hygiene and how high-sugar foods can damage teeth.
- The childminder attends regular mandatory training to update her knowledge on paediatric first aid, food hygiene and safeguarding. However, the childminder needs to focus her professional development on improving her knowledge as to when children may benefit from additional support for any possible special educational needs and/or disabilities.
- The childminder fosters a culture of equality in her setting. Children learn about similarities, differences and diversity through activities and conversations about their families. The childminder learns words from children's home language; children smile and respond positively when she uses familiar words with them. This ensures children feel welcome and secure in her care.
- The childminder supervises her assistant effectively; she models good practice and he has attended all mandatory training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know the possible signs and symptoms that indicate a child may be at risk of harm or abuse. They know the local procedures they must follow to report any child protection concerns. In the event an allegation is made against them, they know the procedures they must follow to report these concerns. The childminder keeps all documents well maintained and ensures that her records are accurate. This ensures children are kept safe. The childminder consistently checks her environment, to make sure it is safe for children to attend.

What does the setting need to do to improve?

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

- identify additional support children may need in a timely manner to support all children to make the best progress they are capable of
- seek further ways to enhance professional development opportunities that focus more specifically on providing children with the additional support they need.

Setting details

Unique reference number	2514846
Local authority	Coventry
Inspection number	10207869
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	12
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Coventry. The childminder provides care all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She works with an assistant. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Kiri Gill

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 childminder.
- The childminder and the inspector completed a learning walk together to discuss 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 had 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 looked at relevant documentation, including qualifications, first-aid certificates and evidence of the suitability of those working with children.
- The inspector reviewed written feedback and letters from parents.
- The inspector spoke to children at appropriate times during the inspection.

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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