

Childminder report

Inspection date: 25 July 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 invests time in getting to know the children and their families. Children form secure bonds with the childminder and demonstrate that they feel safe and secure in her care. Children arrive happy and are quick to settle in a range of activities. Overall, the childminder provides children with a varied curriculum that meets their individual needs and is reflective of their age and stage of development. For example, the childminder and children hunt for insects during outdoor play. The childminder adapts her teaching to meet the various ages and stages of the children in her care. She teaches older children the names of different insects and teaches younger children the sounds they make. The childminder teaches all of the children how it is important to be gentle and not harm the insects. She engages in rich conversations to build further on children's learning. She asks them open-ended questions that stimulate thinking and helps them to reflect on previous learning. This supports all children to build on what they know and can do and ensures they make good progress in their learning and development.

The childminder places developing children's well-being and self-esteem at the heart of her practice. She is a positive role model and is kind and caring. She provides children with praise throughout the day. Therefore, children have developed positive friendships with one another and respect each other's space and ideas.

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

- The childminder promotes children's speech and language skills well. She understands the importance of involving children in meaningful and frequent conversations. Children benefit from plenty of opportunities to join in with songs, rhymes and stories. The childminder reads stories with children throughout the day. She repeats new words and encourages children to try saying them. This helps children make good progress with their speaking and listening skills.
- The childminder is dedicated to her role. She gathers in-depth information from parents about what children know and can do when they first start at the setting. She uses this information to help identify any gaps in learning and plan their next steps.
- The childminder has clear plans and a vision of how to prepare children for their next stage in learning. As a result, children learn various skills that help prepare them for school. However, the childminder has not fully explored ways to work with all schools to support children's transitions and continuity in their learning when they move from one setting to another.
- The childminder supports children with special educational needs and/or disabilities (SEND) well. She works in close partnerships with external agencies

and other professionals to meet the needs of all children with SEND and ensure that they make good progress.

- The childminder supports children in developing healthy lifestyles and independence. She provides healthy and nutritious snacks and reminds the children of the importance of eating healthy food, such as fruit and vegetables. The childminder ensures that all children develop good hand hygiene routines. She encourages them to wash their hands independently before eating and provides children with opportunities to serve their own food and help themselves to their own drinks.
- The childminder takes children out on regular walks around the local area. She teaches children about their community and people who help them, such as shopkeepers, police officers and nurses. However, there is scope to build on the curriculum even further to deepen children's understanding of different ethnicities, cultures and religions.
- The childminder completes all mandatory training, such as safeguarding and first aid. She ensures that her professional development plans are sharply focused and works closely with a co-childminder to continuously review her practice and provision.
- The childminder has established positive partnerships with parents. Parents praise the quality of care and learning the childminder delivers. They report that their children have made good progress in their speech and language and always look forward to attending.
- Children benefit from many activities that encourage their physical development. For example, they develop small-muscle skills by making marks in the sand and using pipettes in the water. They develop large-muscle skills as they move around the garden in various ways.

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:

- enhance the curriculum further to develop children's deeper understanding of cultural differences and the diversity of the wider community
- strengthen partnership working with schools to ensure information is shared in preparation for children's transitions and promote continuity in their learning.

Setting details

Unique reference number	2518669
Local authority	Coventry
Inspection number	10356432
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 4
Total number of places	8
Number of children on roll	8
Date of previous inspection	27 July 2022

Information about this early years setting

The childminder registered in 2019 and works alongside another childminder in Coventry. The childminder operates Monday to Thursday, 8am until 5pm, all year round, except for family holidays and bank holidays. The childminder holds an early years qualification at level 3.

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 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 curriculum.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of parents' views during the inspection.
- 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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