

Childminder report

Inspection date: 21 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

Children are happy and content attending this setting. They comment that they like the childminder and enjoy the activities provided. The childminder is welcoming and the setting is highly inclusive. She establishes a lovely calm atmosphere in her home for the children. They have highly positive relationships with the childminder. When children start, the childminder gets to know them and their family well. She finds out about children's routines and ensures their personal care needs are met. The childminder promotes positive behaviours and helps children learn to regulate their own feelings and emotions. Children gain social confidence and develop the ability to interact successfully with those around them. The childminder also promotes independence and helps children learn to manage their own self-care as soon as they are ready. Children are able to use the bathroom and wash their hands after getting messy, with limited support.

The childminder has a good curriculum. Children have fun as the childminder makes use of their interests to build on what they know and can do. She promotes some of the key next steps in children's learning throughout her interactions with them. For example, children love playing with a fishing game. They focus and concentrate on catching the fish using their fine-motor skills. The childminder challenges them to count how many fish they have caught, and they like singing a familiar number rhyme about fish with her support. The childminder provides excellent support for children with special educational needs and/or disabilities (SEND). She identifies gaps in their learning and works rapidly with parents and other professionals to close these. All children make good progress and gain the core skills they need ahead of going to school.

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

- The childminder assesses children's abilities and identifies what they can do and need to learn next. She plans activities that foster good progress. For example, she combines role-play shops and play dough to introduce and get children using mathematical concepts, such as counting with pretend money. This further enhances their understanding of number.
- The childminder promotes children's communication and language skills well. She narrates and comments on what children are doing as they play and explore. She teaches children new vocabulary and uses varied strategies to ensure they develop good speaking skills. However, the childminder is not as well focused on aspects of literacy learning, and she does not pursue this as robustly. For example, she occasionally struggles to motivate children to show interest in books she provides. She also does not routinely introduce mark making during activities where there is scope for this.
- The childminder promotes healthy lifestyles. She finds out about and manages

children's medical and dietary needs effectively. She teaches children about the importance of eating well and good oral health. She also provides advice to parents in relation to this. This helps to promote children's physical well-being.

- The childminder promotes equal opportunities and she talks to children about diversity, including the community, people, places and the wider world around them. The childminder teaches children to be respectful. Children are polite and can take responsibility for small tasks, such as tidying up.
- The childminder networks with local childminders and also accesses a variety of training courses. This helps her keep her knowledge up to date. The childminder knows her key strengths and sets herself targets. For example, the childminder wants to review the curriculum further and build on her own confidence in her teaching practice. However, she has not yet fully considered how to do this. Therefore, there is room for her to review the different approaches she can use to help elevate the quality of education even further.
- Parents are highly complimentary about the childminder's services. They feel very well supported by the childminder, and the two-way communication between the setting and home is excellent. The childminder provides parents with sensitive support. She offers guidance and gives parents useful strategies and ideas for home learning, ensuring continuity between the setting and home.
- The childminder works well in partnership with other providers, such as nursery, school, SEND professionals and external agencies. Therefore, her approach to children's care and education is well rounded. This ensures good collaboration and continued support for children between all those who either are or will be involved in their lives.

Safeguarding

The arrangements for safeguarding are effective.

The premises are secure. The environment is clean and risk assessment is effective. Children are well supervised and the childminder manages any unavoidable accidents and injuries well. She monitors these and takes action to prevent them from occurring. This helps to keep children as safe as possible. The childminder has strong knowledge of child protection issues and understands her responsibility to safeguard children, including liaising with relevant professionals as required. The childminder keeps all mandatory records and documents up to date. This helps to ensure the efficient running of the setting.

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 for literacy, including children's interest in books and mark making, to further embed this area of learning as strongly as others
- build on professional development and consider how to use different approaches

to gain more confidence in teaching and elevate the quality of education even further.

Setting details

Unique reference number	2522890
Local authority	Coventry
Inspection number	10208150
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	4 to 4
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Coventry. The childminder holds an early years qualification at level 3. She operates all year round, from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Josephine Heath

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The inspector observed teaching practice and conducted a joint observation with the childminder.
- The inspector viewed the areas used for childminding and held discussions with the childminder about the curriculum, children's learning and how she promotes and supports their progress.
- The inspector spoke to the childminder about the management of her setting and looked at relevant documents.
- The inspector checked evidence of the suitability and qualifications of the childminder.
- The inspector sought the views of parents, with discussions held at appropriate times.

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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