

Childminder report

Inspection date: 6 July 2023

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

What is it like to attend this early years setting?

The provision is outstanding

Children make excellent progress in this inspirational environment. They are incredibly happy and motivated learners. Children confidently enter the childminder's home and greet staff, friends and visitors with smiles. This shows they feel safe and secure. Children's behaviour is exemplary. They share toys, take turns and praise each other for their achievements. They listen carefully to staff and each other. Children show respect and kindness to their friends. Older children recognise when young children need help and offer support when needed.

The childminder understands the effects of the COVID-19 pandemic on children's personal, social and emotional development. She organises a wealth of activities to help bridge these gaps. Children enjoy trips to zoos, farms, the library and shops. The childminder also plans opportunities for children to learn about and contribute to their local community. Children walk to nearby allotments where they explore nature and grow and taste new food. The childminder has completed training about the benefits of intergenerational learning. Children look forward to fortnightly visits to a local retirement home. They form friendships with elderly residents. They have pretend tea parties, complete art and craft activities and learn about specific events, such as the King's Coronation. This helps to build children's language, communication and social skills in new surroundings.

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

- The childminder's curriculum is excellent. She completes home visits to discover children's individual needs and starting points. She meticulously plans her environment and activities to build on what children already know and can do. A focus on outdoor learning promotes children's physical health and well-being. The indoor and outdoor environment supports development in all areas.
- The childminder and her assistant regularly observe children and review their progress. They use this to plan children's next steps in development. They share children's targets with parents and provide advice and guidance for home learning.
- The childminder and her assistant support children's communication and language exceptionally well. They create a superb language-rich environment. The childminder and her assistant play alongside children and model the language of play. They share a wealth of stories and songs, which helps to further extend children's vocabulary. Children listen to a story about a tiger coming to visit and, then, they have tea in a local café. They recreate a café in the garden, and they are captivated as they play. Younger children delight in making pretend cups of tea. Staff support children to create signs and menus. Children confidently ask staff and visitors what they would like to eat and record orders on their clipboards.

- The childminder supports children to learn early phonics and literacy skills. Children identify initial sounds in words. Mark-making opportunities and activities to build children's pencil hold and hand strength are in abundance, inside and outside. Children identify their own names and talk about how to form the letters. Some children who have a particularly keen interest in letters and sounds can already read and write recognisable words.
- The childminder and her assistant encourage children's early mathematical skills. They introduce concepts as they talk about empty buses and full water bottles. Children look carefully at house numbers and number plates when they accompany the childminder on the school run. They join in with the days of the week song and count the days on their fingers. They look at calendars and learn about what number comes next. The childminder helps children to understand the language of time. She encourages children to recall yesterday's activities and tomorrow's plans. Furthermore, a visual timetable supports children's understanding of time and the routine of the day.
- The childminder and her assistant seek children's views and listen to their opinions. They provide children with choices for breakfast, snack and lunch. Children vote for their favourite stories by placing their names or photos next to the book. They freely choose from a variety of accessible activities that match their interests.
- Parent partnerships are strong. Parents talk about their children thriving in the exceptional and personalised environment. They describe the childminder as nurturing and having an incredible vision for early years. Parents talk about how the childminder bridges the gap between education and play. They describe it as a golden thread between activities and learning key skills.
- The childminder and her assistant continually reflect on their provision. They work in partnership with parents and other settings to support children with emerging additional needs. The childminder is proactive in ensuring that children receive the support they need. She monitors her provision closely and continually strives to improve it. She respectfully works in partnership with parents and actively seeks their views, and she has further plans to build on this partnership.

Safeguarding

The arrangements for safeguarding are effective.

Robust safeguarding measures are in place. The childminder and her assistant complete daily risk assessments to ensure that the environment is safe and secure. They encourage children to help assess risks in their environment. Children use pictorial checklists to help them identify potential hazards to ensure that their environment is safe. The childminder thoroughly assesses risks in activities outside of her home to minimise risks. The childminder and her assistant have a secure understanding of the signs of abuse. They have clear policies and procedures to follow if they have any concerns. The childminder monitors children's attendance.

Setting details

Unique reference number	2637148
Local authority	Coventry
Inspection number	10289316
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 6
Total number of places	6
Number of children on roll	13
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in the Allesley area of Coventry. She holds qualified teacher status. The childminder operates during term-time only, from 7.30am to 5.30pm, Monday to Thursday. She provides funded early years education for three- and four-year-old children.

Information about this inspection

Inspector
Sharon Wilcox

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 they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder, the assistant and the children.
- The inspector carried out a joint observation with the childminder of a group activity led by the childminder's assistant.
- Parents shared their views of the childminder with the inspector.
- 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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