

Childminder report

Inspection date: 17 April 2024

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 is kind, calm and nurturing, which helps children to feel safe and secure in her care. Children who are new to this home-from-home environment settle quickly. The childminder helps children to be independent. Children learn to put on their own coats to go outside. They make choices about their own play from a wide selection of resources that are provided by the childminder. Children willingly tidy away when they have finished playing.

The childminder supports children's health and well-being. She provides a varied menu that includes lots of fruit and vegetables. Children spend plenty of time outdoors in the childminder's garden. The childminder helps children to learn about the seed-to-harvest process as children grow their own fruit, vegetables and herbs in her garden. The childminder takes children on regular walks to the local park. She encourages children to explore the natural environment. Children collect leaves and other natural resources to take back for painting and collages.

The childminder takes children for regular visits in the local community, such as the library and toddler groups. Children get to meet other children and adults less familiar to them, which helps children to develop their confidence and social skills.

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

- The childminder knows the children well. She obtains information from parents about their children's prior learning and current interests when children first start. She uses this information to plan a well-sequenced curriculum for each individual child. The childminder has strategies in place to support children with special educational needs and/or disabilities should the need arise.
- The childminder helps children to develop a positive attitude towards their learning, and they make good progress from their starting points. The childminder prepares children well for their next stage of learning, including their eventual move on to school.
- The childminder strives to make learning fun. She encourages children's interest in the natural world and builds upon this. For example, children talk excitedly about the 'frogs spawn' and 'lovely tadpoles' they have seen on a recent visit to the park. The childminder uses this interest to introduce life cycles using child-friendly factual books, and frog cycle models. This helps to extend children's vocabulary and further develop their understanding of the topic.
- Overall, the childminder promotes children's language skills well. She introduces lots of interesting conversations and new vocabulary, and she supports children to build sentences. She uses her good questioning skills to help children to develop their thinking and language skills. However, at times, some children's use of dummies reduces their opportunities to practice their developing speaking

skills.

- The childminder promotes children's knowledge of mathematics. She helps children to learn about shapes and numbers. As children take turns to roll a dice, they learn to recognise the number of dots without counting them. However, during group activities involving children of different ages and abilities, the childminder does not always offer enough challenge for older children to support their learning further.
- The childminder praises children regularly for their efforts and achievements. She encourages children to learn how to manage their emotions and play cooperatively, share and take turns with their friends.
- The childminder undertakes a number of training courses to help her to update her knowledge and promote children's learning. For example, she has recently undertaken training to help to improve her teaching of communication and language. She meets regularly with other childminders to share resources, ideas and best practice.
- Parents are very happy with the service the childminder provides. They comment on the good progress their children make during their time with the childminder. Parents say they receive daily feedback about their children's learning and care, and ideas about how they can continue their children's learning at home. They say their children love to attend.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- strengthen opportunities to help children practice their developing speaking skills
- focus more closely on consistently providing activities that offer older children sufficient challenge during group sessions.

Setting details

Unique reference number	2654485
Local authority	Coventry
Inspection number	10332953
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	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Coventry. She operates during term time only, from 7.45am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- This is 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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector took account of parent's written views, provided by the childminder.
- The childminder provided the inspector with a sample of key documentation.

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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