

Childminder report

Inspection date: 23 May 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 excels at ensuring children feel settled and comfortable in her setting. She focuses intently on their emotional well-being during a sensitive induction that meets children's individual needs. The childminder uses her deep knowledge of attachment to develop close and nurturing relationships with the children in her care. Children are calm and happy on arrival. They delight in seeing their friends and are extremely eager to get involved in the play opportunities on offer.

The childminder supports children through her varied curriculum to develop their awareness of the importance of a healthy lifestyle. Children spend a lot of time outdoors. They get involved in looking after fruit and vegetable plants. At lunchtime, the childminder talks with the children about the foods they are eating. She raises their awareness of how different foods support their growth. Children develop their independence. For example, the childminder supports even the youngest children to use their cutlery.

The children seek the childminder out for assistance and for comfort. They respond positively to her when she asks them to put items back where they belong. Children are keen to make the right choices and they listen carefully to the childminder's instructions.

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

- The childminder plans a broad and balanced curriculum that promotes children's interests. She carefully observes children's fascinations and uses this information to plan for their individual learning. For example, she uses cardboard tubes and scarves to engage children who are interested in repeatedly pushing items in and out of different containers. This extends children's curiosity and their opportunities to explore.
- The childminder monitors and assesses children's progress well. She identifies what they need to learn next. This is highly effective for younger children. However, she does not consistently challenge older children to ensure they make the best possible progress. That said, older children remain engaged and demonstrate enjoyment at playing alongside their younger friends.
- Children are clear about the childminder's expectations of them. She ensures that her interactions and instructions are gentle and consistent. This helps children to understand what is going to happen now and next. They develop a strong sense of routine and willingly become involved in respectful care routines such as nappy changing.
- The childminder takes every opportunity to support children's communication and language. She develops her use of children's home language to support

their understanding of the similarities and differences between them. The childminder sings spontaneously as children play. Children delight in joining in with the words and actions to her varied rhymes. The childminder adapts the words of songs to encourage children's understanding of their feelings and emotions.

- The childminder provides opportunities for children to explore books and stories. She regularly rotates the books on offer. The childminder supports children to make choices by presenting a collection of books in a low-level basket in the cosy corner. This enables them to choose books independently as well as snuggling in with the childminder to listen to a story.
- Children access many opportunities to develop their gross motor skills and practise large movements. For example, the childminder provides a wide range of mark-making activities outdoors. This encourages children to use large brushes, rollers and pump-action containers. They focus intently on their play and spend a prolonged time bending and stretching to paint a planter.
- Children develop their sensory awareness as they play with model farm animals in mud, sand and grass. The childminder introduces new descriptive vocabulary as children explore. Children delight in splashing the ducks as the childminder offers water for them to make a pond. Children learn about the different noises that animals make as the childminder models these while participating in their play.
- Parents are grateful for the thought and attention that the childminder puts into planning for children's learning. They are thrilled with the progress that their children make while in her care. They comment on the childminder's warm and friendly approach. Parents feel involved in their children's learning and development.

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:

- review how activities can offer more challenge for older children to ensure they build on what they already know and extend their learning even further.

Setting details

Unique reference number	2663043
Local authority	Coventry
Inspection number	10335056
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021. She operates from 7.30am to 6pm, Monday to Friday, throughout the year and is closed for two weeks at Christmas and the summer and for family holidays. The childminder holds a relevant childcare qualification at level 3. She provides early education funded places for two-, three- and four-year-olds.

Information about this inspection

Inspector
Lisa Gadsby

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 provider.
- The childminder showed the inspector the premises and discussed how she ensures that 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.
- 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 childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views on the setting through their communication with the childminder.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024