

Childminder report

Inspection date:

27 September 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

Children are happy and confident in this childminding setting. The childminder develops strong relationships with the children, which nurtures their emotional development. Children seek her out for cuddles when they are feeling less confident, and this quickly helps. Children benefit from an open-plan kitchen and play area, where they can independently choose which resources they want to play with. The childminder uses a calm and supportive tone when speaking to the children, and, in turn, they respond positively. The childminder encourages them to tidy up as they go along and uses a song to help them know what is happening next. There is a clear routine in place, and children respond to and follow instructions given.

The childminder follows children's interests, such as taking them to see a dinosaur at the local museum. She also plans engaging activities in the home that include dinosaur figures. This helps to ignite children's natural curiosity. Children have access to a well-equipped outside area, which promotes their physical development. When outside, some children immediately engage in climbing, jumping and running, while others practise pouring and filling in the mud kitchen. When inside, children use low balancing equipment to continually build on these skills.

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

- The childminder monitors children's progress effectively. She gathers useful information from parents when children first start, before using her own knowledge to inform her planning. The childminder plans learning experiences based on what children need to learn next. She follows a sequenced curriculum that helps all children make good progress in their learning.
- The childminder knows the children extremely well. She is knowledgeable about their development and their home life experiences. She provides opportunities that children enjoy. For example, children show excitement as they engage in an activity with oats and different-sized containers. They demonstrate positive attitudes towards their learning as they pour from one container to another with control.
- The childminder prioritises time throughout the day to read stories and sing with the children. Children listen with interest and join in with familiar phrases as she reads a well-loved story. During group times, children sing enthusiastically, and actively choose which songs they want to sing. While at the lunch table, they talk about their favourite stories, recalling significant events. This develops children's communication and language skills.
- The childminder encourages the children to be independent at every opportunity. For example, children clear their own plates after they have eaten lunch and

learn to put on their own coat and shoes. Older children go to the toilet independently. This helps children to develop skills for their next stage of development. Children demonstrate good behaviour. Where they need support to resolve conflict, the childminder does so with appropriate explanation.

- Parents are incredibly happy with the care the childminder provides. They comment positively on communication, support to families, relationships, and learning experiences both inside the home and in the local community. Parents are kept up to date with their children's development through daily photos and written feedback. Parents would recommend this childminder to others.
- The childminder benefits from ongoing support from her local authority early years advisory team. She accesses some training to keep her knowledge up to date. For example, the childminder has strengthened her understanding around toilet training and has shared this information with parents as well as implementing it into her own practice. However, she acknowledges that she would like to attend further training to build on her confidence when making referrals to external agencies. This would help children with special educational needs and/or disabilities (SEND) to make even better progress in their learning.
- The childminder promotes children's good health. She reminds children of the importance of following good hygiene routines, such as washing their hands after using the toilet. She ensures children benefit from daily fresh air and exercise.

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:

- extend professional development opportunities to build confidence when making referrals to external agencies to help children with SEND make even more progress.

Setting details

Unique reference number	2684084
Local authority	Coventry
Inspection number	10366377
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	0 to 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Coventry. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays. The childminder provides funded early education for children.

Information about this inspection

Inspector

Natalie Herbert

Inspection activities

- 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 their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder spoke to the inspector about the children's learning and development.
- Parents shared their views of the childminder with the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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