

# Childminder report

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Inspection date: 11 March 2020

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|-------------|
| Overall effectiveness at previous inspection | Outstanding |
|----------------------------------------------|-------------|

## **What is it like to attend this early years setting?**

### **The provision is good**

Children flourish in this engaging environment. The childminder is kind and caring and children form close bonds with her. Children who are new to the setting benefit from gradual settling-in sessions which are tailored to their individual needs. This supports the emotional security of children, particularly those who take some time to adjust to change. As a result, children settle very well. They develop high self-esteem and demonstrate confidence beyond their years. Children greet unfamiliar adults and are keen to talk about their play. They have access to three dedicated play areas, which are thoughtfully arranged to meet the needs of all children. The indoor and outdoor areas are set up to stimulate children's curiosity and imagination. Young children play creatively with the resources on offer. For instance, they engage in role play when playing with dolls and taking them for walks in prams.

The childminder has high expectations for children. She is strongly focused on helping them to understand boundaries and expectations. Children take turns with resources. They are kind to their friends. For example, when younger children get foam on their hands and sleeves, older children gently wipe it off for them. Children behave well.

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

- The childminder is committed to providing high-quality care for children. She has formed a local childminding group where she meets with other early years professionals. She uses information from these discussions and arranges tailored training sessions to help develop her knowledge and skills further.
- Partnership working with parents is strong. The childminder keeps parents informed about the care provided through verbal discussions, text messages and daily diaries. She shares children's progress through written observations, photographs and assessment tracking documentation. Parents comment that they are very happy with the care their children receive and would recommend the childminder to others. They comment that their children are excited to attend and that they are in a caring, nurturing, educational environment.
- Children have good opportunities to learn about the natural world around them. The childminder takes them to visit local woods and they take part in weekly 'nature detectives' activities. In the childminder's garden, children help to grow plants and vegetables. They use herbs as they pretend to cook in the outdoor kitchen.
- The childminder knows children very well. She has a good understanding about what children know and can do and what they need to learn next. The childminder plans a wide range of activities to engage children in play and learning. There is scope for her to target her planning more precisely on what

individual children need to learn next.

- Children develop strong physical skills. They roll, kick and throw balls with skill. The childminder helps children to use scissors with increasing control.
- The childminder promotes mathematical development well. She encourages children to count and models shape, size and positional language. Younger children use number language as they play, and older children count using their fingers.
- Children have great fun as the childminder joins them to play. The childminder suggests children build 'castles in clouds'. Children delight as they immerse their hands in a shaving foam tray and construct castles made from bricks. There are occasions when the childminder does not fully engage younger children as her attention is focused on older, more dominant children.
- The childminder encourages children to develop their independence by supporting them to complete age-appropriate tasks by themselves. For example, children tidy their toys away before moving on to the next activity. Children confidently manage their own personal needs well. They wash and dry their hands before mealtimes and put on shoes and coats before playing outdoors. Children help to lay the table at mealtimes.
- Children develop good reading and writing skills. The childminder reads to children, who eagerly point to words and pictures in books. Children make marks with crayons and pencils. The childminder writes some words and displays words in the environment to help children understand that print carries meaning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training. She ensures that her knowledge of legislation is consistently up to date. The childminder demonstrates a good awareness of how to protect the children in her care. She understands how wider safeguarding issues may link to concerns about children's safety and well-being. The childminder is able to identify signs and symptoms of abuse and neglect. She knows what to do if she has a concern about a child in her care, such as reporting to the appropriate professionals. This helps to promote children's welfare.

## What does the setting need to do to improve?

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

- target teaching more precisely on what individual children need to learn next
- increase focus on, and attention to, younger children during activities involving children of mixed ages and abilities.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 504774                                                                            |
| <b>Local authority</b>                             | Coventry                                                                          |
| <b>Inspection number</b>                           | 10116342                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 11                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 13                                                                                |
| <b>Date of previous inspection</b>                 | 13 June 2014                                                                      |

## Information about this early years setting

The childminder registered in 1991 and lives in Coundon, Coventry. The childminder operates during term time only from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. Funded early education is provided for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Trisha Turney

### Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the childminder. This has included the effect these measures have had on the current attendance of the children and staffing arrangements.
- The childminder and inspector viewed and discussed the layout of the play areas and how the childminder implements an effective curriculum to promote children's learning.
- The inspector spoke with the childminder and children during the inspection.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and members of the household.
- The inspector took account of parents' views from their written comments.

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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