

Childminder report

Inspection date: 8 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides all children with a caring and loving environment. Children form secure attachments with the childminder. She demonstrates a genuine passion for her work. This reflects in the enjoyment children display.

The childminder's expectations for children's behaviour are high. Children receive plenty of praise and encouragement from the childminder. They display a positive attitude to their learning. Children learn how to share, be thoughtful and think about others as they play. For example, during group activities the childminder gently reminds children to wait and be patient. She explains 'It will be your turn next.' Children show their understanding as they remind each other 'sharing is caring'. The childminder congratulates children for their kindness to others.

The childminder's curriculum supports children to persevere and have a go. Children are free to choose where and what to play with. All children explore the available resources with confidence. The childminder encourages children to test out their ideas. For example, children play with cars and investigate what happens when they push them down a ramp. Also, children explore a range of puzzles and manipulate small resources. The childminder supports younger children to move and turn pieces to fit into the correct space. This helps children to achieve their intentions.

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

- The childminder uses assessment to identify where children are in their learning. This enables her to plan what children need to develop next. She gathers key information from parents before children start. This helps her to plan activities that support their interests. The childminder supports children with special educational needs and/or disabilities. She works with other settings to ensure children receive consistent support. All children make good progress in their learning.
- Parents praise the childminder highly. They are enthusiastic about the support she gives to both children and families. She shares children's progress with parents on a regular basis. For example, through verbal feedback and regular photographs throughout the day. Parents comment they are happy with the range of nutritious food, varied activities and the daily information they receive.
- Overall, the childminder supports children's communication and language skills well. Children enjoy group activities, sing well-known rhymes and listen to stories. During their play they engage in conversations with each other and the childminder. However, at times, the childminder asks a question but offers an answer too quickly. This then does not allow children enough time to think and respond to questions. Occasionally, this can restrict children's opportunities to

communicate their thoughts.

- There are plentiful opportunities for children to further their physical development. They enjoy playing on a large climbing frame in the garden. This provides them with chances to practise climbing, balancing and sliding. The childminder supports younger children to thread. She encourages older children to try to write their names using chalks. This helps children to develop their hand-eye coordination skills and small-muscle development.
- The childminder is effective at introducing early mathematics to children as they play. She sings action songs and number rhymes with them to support their counting skills. The childminder helps younger children to use their fingers to count as they sing. As the children play in water, the childminder encourages them to estimate and count. For example, children use measuring spoons to count as they fill pretend ice-cream cones.
- Children are becoming independent in managing their own needs. They use cutlery and wipe their face and hands clean after mealtimes. Children help the childminder to tidy up and put resources away after activities. However, sometimes the childminder does not let the older children further their independence. For example, she will get a tissue and wipe their noses or put on their sun hats for outdoor play.
- The childminder supports children to learn about staying safe. For example, they learn about the importance of road safety when they go on local walks or catch the bus to town. The childminder teaches them how to cross the road safely. For example, they learn to stop, listen and look for traffic.
- Children enjoy lots of experiences that broaden their understanding of the wider world. They learn about other cultures by celebrating festivals, such as Chinese New Year. Children learn about the community as they visit the library and museums.

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:

- offer children further opportunities to develop their independence by consistently allowing them to carry out more tasks for themselves
- consider giving children more time to respond to questions and communicate their thoughts to further enhance their learning experiences.

Setting details

Unique reference number	510449
Local authority	Coventry
Inspection number	10335699
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	25 June 2018

Information about this early years setting

The childminder registered in 1990 and lives in Coventry. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder has an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Walton

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Parents shared their views of the setting 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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