

Childminder report

Inspection date: 26 July 2022

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 a calm, caring and stimulating environment. Children have formed close relationships with the childminder. This ensures children feel confident, happy and safe in her care. Children show a great interest in dinosaurs. They pretend toy dinosaurs are going on holiday and are making dinner. This supports their imagination and creativity. Children love to play outside. They enjoy exploring dinosaurs frozen in ice and work together to smash the ice and melt it using warm water. As they do this, they enjoy counting how many dinosaurs are stuck in the ice. Children delight in learning new words, such as 'smash', 'melt', 'cracking' and 'frozen'. This supports children's counting skills and helps to further develop their language, and broaden their understanding of the world.

Children show positive behaviour. They have formed good friendships with one another and enjoy helping each other. This contributes to children's positive attitudes to learning and high levels of self-esteem. All children make good progress from their starting points. Children also gain the skills and understanding they need for their future learning. This ensures children are ready and prepared for their eventual move to nursery or school.

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

- The childminder has a robust settling-in process which ensures children are happy, settled and ready to learn when they start. She gathers detailed information from parents about what children can do, are interested in and know. The childminder uses this information to plan interesting activities and has a clear plan as to what she wants children to achieve and learn next. This ensures children are well prepared for their next stages in learning.
- Children benefit from strong links the childminder has with the local school and nursery staff. She has a transition document she shares with the staff at other settings, which helps to keep children safe and supports a smooth transition through information sharing.
- The childminder promotes communication and language well. She has lots of conversations with the children about what they are doing and asks open-ended questions during these conversations. The childminder is skilful and careful not to overwhelm the children by asking too many questions.
- Parents speak very highly of the childminder. They value the calm, nurturing home-from-home environment she has created. Parents also report they are grateful for the support their children receive and the detailed verbal and written feedback she gives them. Parents say their children have made good progress and always look forward to attending the setting.
- The childminder intertwines all areas of learning in her curriculum delivery. For example, children are interested in dinosaurs. They have access to toy

dinosaurs, a range of different size boxes and toy spiders. The children enjoy counting the spider and dinosaur legs, along with filling the boxes with dinosaurs. As they fill the boxes they say, 'the dinosaurs are going to the shop, and are having a race'. This teaching supports children's counting skills, language, imagination and creativity.

- The childminder supports good sharing and turn-taking. She teaches children manners and talks to children about their families. However, the childminder does not yet provide consistent carefully planned learning opportunities, that support children's learning and understanding about different cultures, faiths and religions.
- Children develop independence and self-help skills during routine times of the day. For example, children wash their own hands ready for snack time, feed themselves and are offered healthy meals by the childminder. Children are also supported and encouraged to put on their own wellington boots, tidy up and wash their hands after using the toilet.
- The childminder attends regular mandatory training. This ensures she keeps her knowledge and skills up to date. The childminder has recently attended safeguarding and paediatric first aid training. This contributes towards keeping children safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the possible signs and symptoms that indicate a child may be at risk of abuse. She is aware of the local procedures she must follow to report any child protection concerns. In the event that an allegation is made against her, the childminder knows the procedures she must follow to report these concerns. The childminder keeps the documentation that is required, well-maintained, and ensures that her records are accurate. This helps to keep children safe. Safeguarding policies and procedures are implemented effectively to protect children from the risk of harm. The childminder regularly checks the indoor and outdoor environment, to ensure it is safe for children to attend.

What does the setting need to do to improve?

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

- provide more opportunities for children to learn about other cultures, faiths and religions, to support their understanding of diversity.

Setting details

Unique reference number	510452
Local authority	Coventry
Inspection number	10070169
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 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 January 2015

Information about this early years setting

The childminder registered in 1995 and lives in Coventry. She operates all year round from 7.30am to 5.30pm, Monday to Thursday and from 7.30am until 4.30pm on Fridays, except bank holidays and family holidays.

Information about this inspection

Inspector

Kiri Gill

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- The childminder and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this had on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting is organised. The inspector reviewed relevant documentation, including evidence of qualifications.

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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