

Childminder report

Inspection date: 22 November 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

Children enjoy their time with the warm, attentive childminder. They show that they feel safe and secure in the childminder's home. Children enthusiastically explore the inviting learning environment made available to them. The childminder effectively supports children to develop their vocabulary and language skills. She plays alongside them, engaging in purposeful conversations and sharing and modelling new vocabulary. For example, as children play sorting games, they repeat language such as 'stripy' and 'spotty' to describe the pairs of socks they match. Children enjoy singing familiar songs and rhymes that are excitedly selected from the childminder's song bag. They confidently accompany their singing with actions. Children develop dexterity and upper body strength as they pretend to row their boats and jump around like monkeys.

Children demonstrate positive attitudes to learning. For example, they show sustained levels of concentration as they persevere to complete challenging jigsaw puzzles. As children play number games, the childminder effectively extends their learning to further develop their mathematical skills. For example, children develop number recognition skills as they are challenged to find number cards that accurately represent the number of objects they count. They smile proudly as they confidently count nine leaves and successfully find the corresponding number card. Children develop confidence and self-esteem as their efforts are consistently recognised and praised by the childminder.

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

- The childminder has a good understanding of how children learn and develop. She knows the children in her care very well. The childminder observes and assesses children's learning as they play. She uses this information to track children's ongoing development and plan learning opportunities and experiences based on what children need to learn next. She has a clear focus on what she wants children to learn in readiness for starting school. Children, including those with special educational needs and/or disabilities, make good progress as a result, and they are well prepared for the next stage of their education.
- The childminder plans topics of learning in response to children's interests and curiosity. For example, children learn about sustainability as they talk with the childminder about how to take care of their world. As children colour pictures of turtles, they learn about the dangers of plastic pollution in the sea. Children develop a sense of responsibility and empathy as they learn about the world around them and the importance of recycling.
- Children go on regular outings with the childminder in the local community. For example, they enjoy going on bus rides and visits to the local park, shops and library. They frequently attend playgroups with other childminders and their

children. Children develop social skills and build confidence as they play alongside each other. They learn how to keep themselves safe when out and about and crossing roads in the local community.

- The childminder is a good role model and has high expectations for children's behaviour. For example, as children complete craft activities, she has conversations with them about the importance of sharing tissue paper resources and taking turns to use the glue stick. Children respectfully respond to the childminder's instructions, and they happily follow the familiar routines within her home. Children are polite, and their behaviour is good.
- The childminder supports children's independence well. For example, children confidently make choices about their play and help to tidy away resources. During snack time, children pour their own drinks and enjoy cutting up their fruit snacks as they talk to the childminder about the snacks they enjoy. However, the childminder does not always support children to further develop their understanding of healthy lifestyles by explaining to them how the foods they eat are healthy and good for them.
- The childminder uses feedback gained from parents and ongoing discussions with an early year's advisor from the local authority to help evaluate her ongoing practice. She uses this evaluation to identify areas of her practice that she can further develop to improve outcomes for all children. For example, recent training in mathematics has supported the childminder to enhance the opportunities she provides for children to become more familiar with mathematical concepts. This helps the childminder to expand her knowledge and enhance aspects of her curriculum and practice.
- Parents feel that their children are happy and safe in the care of the childminder. They feel informed about their children's daily activities, and they understand how they can continue to support their children's learning at home. Parents report that their children make very good progress in the childminder's care. They appreciate the wide variety of experiences and trips that the childminder plans to enrich children's learning.

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:

- support children to learn how the foods they eat are good for them to further develop their understanding of healthy lifestyles.

Setting details

Unique reference number	510468
Local authority	Coventry
Inspection number	10359819
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	12 December 2018

Information about this early years setting

The childminder registered in 1996 and lives in Coventry. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds a level 3 qualification. She provides funded early education for one-, two, and three-year-old children.

Information about this inspection

Inspector

Sue Bradford

Inspection activities

- The childminder showed the inspector the areas of her home accessed by children and discussed her intentions for children's learning.
- The inspector observed the quality of teaching and learning and assessed the impact this has on children's learning.
- The inspector and childminder carried out a joint evaluation of an activity.
- The inspector took account of completed questionnaires and the written views of parents.
- The inspector viewed relevant documentation.
- The inspector observed the childminder and spoke with her and the children at appropriate times during the inspection.

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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