

Childminder report

Inspection date: 23 May 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children confidently move around this childminder's welcoming home. They choose resources and access toys they are keen to play with. The childminder is warm and nurturing. She gathers valuable information about children before they start, such as their family background, likes and routine. The childminder uses this information to build early connections with children. Children approach the childminder for cuddles and reassurance. She knows the children extremely well, and they share a close bond. This helps children to feel happy, safe and secure in her care.

Children enjoy a wealth of rich experiences that builds their knowledge of the world around them. They learn about composting and recycling their food waste. The children delight in watching the worms and insects as they scrape the remains of their snack into the compost bin. The childminder takes children out into the community where she supports them to learn vital skills, such as road safety and how to behave when outside. She carefully considers the risks they might face on outings. Consequently, children gain a good understanding of how to keep themselves safe.

There is a good balance of structured learning time and free play. The childminder has a clear understanding of what she wants children to learn during their time in the setting. She asks open-ended questions and encourages a 'can-do' attitude. This ignites children's eagerness to engage and learn. As a result, all children make good progress in their learning.

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

- Children enjoy a structured and varied curriculum that builds on what they already know and can do. The childminder plans a wide range of activities and experiences. However, she does not sharply evaluate the impact that her planned activities have on children's knowledge. Occasionally, she does not identify how she can improve activities to support some children's engagement.
- Support for children with special educational needs and/ or disabilities is good. The childminder works well with other providers. She shares information to help children transition smoothly between two settings. They work together to provide a consistent approach to children's learning. This helps to close any gaps in their knowledge.
- Children are forming friendships, learning to share and take turns. Parents say their children talk fondly of their friends at home. These vital skills of how to work together and build relationships prepare children well for their next stage of learning.
- The good health of children is given high priority. They enjoy a variety of nutritious snacks to eat. Children have access to fresh drinking water and daily

outdoor play. They learn to sit nicely while they eat. The childminder suitably supervises children at mealtimes and has a secure knowledge of allergy management. Children learn to wash their hands after being outside and before mealtimes. This helps to keep children safe and well.

- The childminder supports children's communication and language. They sing songs and engage in two-way conversations. Children excitedly reach for books, and they eagerly await story time. The childminder speaks clearly and repeats phrases for children to copy. She introduces new words such as 'harp' as they talk about musical instruments. This gives children the opportunity to practise new words and build their vocabulary.
- The childminder is a good role model. She teaches manners and regularly praises children. Children proudly show off their achievements such as completing complicated jigsaws. This builds children's confidence and self-esteem. She gives children choices and respects their opinion. As a result, children feel valued and confident to express their ideas and feelings.
- The childminder gently implements the rules and boundaries of the setting. Children learn to tidy up and use 'kind hands'. However, sometimes, she does not fully explain the impact that unwanted behaviour has. This means that children do not get a comprehensive understanding of why they should behave well.
- Parents speak extremely highly of the childminder. They comment that she is approachable and embraces their family beliefs. Parents say they feel listened to and valued. The childminder also provides ideas for parents to continue learning at home. This means that children have more opportunities to deepen their knowledge.

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:

- explore ways to evaluate the impact activities have on children's learning, in order to identify ways to improve them
- explain fully the impact any unwanted behaviour has so that children gain a secure understanding of why they should behave well.

Setting details

Unique reference number	510472
Local authority	Coventry
Inspection number	10339362
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	1 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	12 July 2018

Information about this early years setting

The childminder registered in 2000 and lives in Coventry. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Katie Rudge

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the 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 that they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024