

Childminder report

Inspection date: 18 April 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

This experienced childminder forms strong bonds with the children and knows them well. They demonstrate that they are happy and secure in her care and turn to her for hugs and reassurance when they need to. The childminder provides children with a language-rich environment. She introduces new vocabulary and repeats words slowly when reading stories to children. Children are keen to copy these words and use them in their play. For example, they beam with delight as they retell familiar stories, using newly learned words such as 'giant', 'magic' and 'beanstalk'.

The childminder plans exciting opportunities for children to develop important physical skills as they play in her engaging garden. Children cheer excitedly as they knock down the skittles that she has strategically placed to develop their rolling and throwing skills. The childminder supports children to develop important skills of coordination as they ride in cars and meander their way around obstacles. She supports children's growing understanding of the natural world as she responds to their curiosity about how flowers grow. Children enjoy planting seeds together and learn that they will need time to grow into sunflowers.

The childminder supports children to learn good levels of independence as she encourages them to put on their own coats and boots and to wash their hands before eating. The childminder uses praise and encouragement effectively to support children's developing behaviours. Children smile with pride as the childminder praises them for putting their wellington boots on the right feet.

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

- The childminder plans a rich and broad curriculum that is based on children's personal interests. The curriculum for communication and language is particularly strong. For instance, during activities, the childminder engages children in purposeful conversations, and she uses questioning skilfully to motivate children to share their thoughts and ideas. This helps children to make good progress in their speaking and listening skills.
- The childminder uses ongoing assessment of learning effectively to plan activities and learning opportunities that reflect the developmental stages of the children in her care. However, on occasions, the childminder does not consider how to build the confidence of younger children during new experiences. For example, young children stand back and observe other children when planting seeds rather than participating in the activity. At times, children are hesitant to join in and do not fully benefit from the intended learning during these times.
- The childminder teaches children about healthy lifestyles. She talks to them during mealtimes about healthy foods. She explains why fruits, such as

blueberries and bananas, are good for them. Children enjoy daily exercise in the fresh air. They walk to and from local schools, attend weekly playgroups and visit local parks.

- The childminder has a good understanding of how to support children with special educational needs and/or disabilities (SEND). She knows when and how to obtain specialist advice to support the ongoing development of these children. The childminder has a clear understanding of how to promote school readiness and help all children, including those with SEND, to prepare for moving on to school.
- The childminder has established secure and consistent routines that support children's personal development. For example, children help to tidy away toys and resources before moving on to other activities. This helps children to understand the importance of looking after their environment. Children learn the importance of handwashing, and the childminder gives them clear information as to why they need to wash their hands to keep them healthy.
- Throughout the year, children learn about different festivals and customs, such as Chinese New Year and Eid. This helps children to develop an understanding and appreciation of people from different cultures.
- The childminder is keen to continue to update her knowledge and skills. She seeks out appropriate training to support this, such as how to enhance children's language and communication skills. This ensures that she remains knowledgeable and skilful and able to best support the children in her care.
- Parents speak very warmly about the childminder. They feel informed about the progress that their children are making. The childminder shares information with parents about how to support their child's learning at home. Parents appreciate the childminder's accommodating and supportive approach to childcare. Parents say that their children make good progress and that they feel safe and secure in the childminder's home.

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:

- enhance the organisation of the learning environment to support all children to access the curriculum and promote their learning to the highest level.

Setting details

Unique reference number	510529
Local authority	Coventry
Inspection number	10335196
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	6
Date of previous inspection	7 June 2018

Information about this early years setting

The childminder registered in 1996. She lives in Coventry. The childminder operates all year round, from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Sue Bradford

Inspection activities

- This was the first routine inspection the childminder received since COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder joined the inspector on a learning walk and talked to the inspector about her curriculum and what she wants children to learn.
- The inspector completed an observation of the childminder working with children.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Parents shared their views with the inspector through written testimonials.

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

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