

# Childminder report

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Inspection date:

5 February 2020

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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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 are happy and well settled with the childminder. She is warm, kind and caring towards children. Children form secure relationships with her. Children enjoy the activities that are planned for them. They investigate and discover a range of objects which are placed together in a tray to represent the 'cold lands'. They find different animals and match them to the picture cards provided. The childminder models language and introduces new vocabulary well. Children use language for size and colour, and count the animals they have found. Children explore and talk about the different marks that they make in playdough when their shapes are pressed into it. They use their smaller hand muscles to roll their dough into a ball alongside the childminder. Children build good friendships with others attending. The youngest children involve older children in their play as they throw shredded paper up into the air. Behaviour is good. Children listen and respond well to guidance given by the childminder. Children are acquiring the skills they need to move on to their next stages in learning. Parents speak very highly of the childminder. They say they are kept well informed of their children's needs. They say that their children are developing well and are safe in the childminder's care.

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

- The childminder knows the children very well. She uses her observations of children playing to inform her assessments of what they can do. She regularly shares information with the nursery school where some of the children also attend. She uses this information to plan activities that interest children to support their development. However, she does not always sharply focus on planning more precisely for individual children's next steps in learning to help them make even better progress.
- Children develop good speech and communication skills. The childminder uses her skills to talk with children about what they are doing. She listens and responds well to them. As a result, even the youngest children are beginning to develop clear speech and express their wants and needs. Older children use a varied vocabulary to communicate.
- Children have fun and enjoy the experiences that are provided for them. That said, the childminder does not always encourage children to become fully motivated to attempt more complex challenges that maximise their learning opportunities even further.
- Children build good relationships with their peers. They learn to be respectful of each other and use their manners consistently well. The childminder uses gentle reminders to help children learn to manage their feelings and share with their friends.
- The childminder's home is clean, safe and well resourced. Children have a good awareness of routines and wait patiently, singing together as lunch is prepared.

They chatter about the foods they have and their likes and dislikes while they eat. The childminder helps children to understand hygiene and to carry out some personal care routines independently.

- Creativity is promoted well. Children choose how to decorate the mittens they make as part of the cold weather theme they are working on. They dab colours onto their paper and use their smaller hand muscles to peel the back from the shaped stickers they have chosen. Older children are supported to make good attempts to write their names on their work with pencils. Younger children thoroughly enjoy mark-making with pens and pencils.
- Children have opportunities to learn about the wider world around them. They take trips out to various places. The childminder attends organised groups to provide children with opportunities to spend time with others in larger groups.
- Children have fun and explore a range of materials, including natural objects. They talk with their friends about the pine cones and discover the patterns in dried flowers.
- The childminder promotes an understanding of mathematical concepts well. She supports children to group objects in order of size, such as penguin figures, and children count how many they have found.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to safeguard children. She has a clear understanding of the signs and symptoms that indicate that a child may be at risk of abuse. She understands the procedures to follow in the event of a concern about a child or in the event of an allegation. She uses a range of policies, procedures and documentation to ensure that the welfare of children is promoted. The childminder makes regular checks on the environment to ensure that children are kept safe from the risk of harm.

## **What does the setting need to do to improve?**

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

- focus more sharply on planning precisely for each child's next steps in learning, to help them to make even better progress
- encourage children to become fully motivated to attempt more complex challenges that maximise their learning opportunities even further.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY102379                                                                          |
| <b>Local authority</b>             | Coventry                                                                          |
| <b>Inspection number</b>           | 10062299                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 to 11                                                                           |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 10                                                                                |
| <b>Date of previous inspection</b> | 20 July 2016                                                                      |

## Information about this early years setting

The childminder registered in 2002. She lives in Coventry. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Suzanne Taylor

### Inspection activities

- A learning walk was conducted by the childminder and the inspector to learn about how the environment is arranged and how the curriculum is organised.
- The inspector and childminder completed a joint evaluation of an activity. The inspector observed the quality of teaching during the inspection.
- The inspector spoke to children at appropriate times during the inspection. The inspector considered the views of parents from the written information provided.
- The inspector held discussions with the childminder. The inspector reviewed documentation, including policies and evidence of suitability of those working with children.

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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