

Childminder report

Inspection date: 21 January 2025

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by the childminder. They settle quickly into the homely setting. Children are confident as they take off their coats, shoes and put on their own slippers. This helps children to feel safe, secure and ready to learn. The childminder knows the interests of children and what they need to learn next. Children engage in many learning experiences. They show they are excited as they find hidden dinosaurs by tapping the ice with a hammer. Furthermore, younger children learn all about cause and effect. They have fun twisting, turning and pressing buttons on the toys. Children enjoy listening to stories read by the skilful childminder. She selects stories that interest children. Children use actions to rhymes and select musical instruments to play alongside the songs they are singing. This ensures that children are developing a love of learning through play.

Children are independent learners. They prepare snack for themselves. They select the fruit they want. They use a knife to chop up their own bananas and melons. The childminder reminds the children to hold and cut their fruit safely. She praises children for their good chopping. This means children behave exceptionally well.

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

- The childminder has a well-thought-out curriculum that builds on what children already know and can do. She designs her curriculum with a focus on providing interesting outdoor experiences for children, such as catching a bus to the museum and engaging in messy play at the art gallery. She visits the local park and attends other childminding groups. This helps children to make sense of the world around them.
- The childminder understands how to assess risk. She is aware of the risks of taking younger and older children on outings. She has put steps in place to minimise these. For example, she knows when the children in her care are trusted to come out of the pushchair and hold her hand. In addition, she demonstrates how she recognises and adapts risk assessments dependent on the ages of children she cares for.
- Children are independent learners. They are confident with routines. Children who speak English as an additional language are settled well. The childminder thinks about the strategies she uses to interact with children, such as using visual cards to help all children to understand and access the learning opportunities. However, she relies on children to tell her what key words mean when they speak in their home languages. This does not fully support children's emerging communication and language skills.
- The childminder fosters children's love of books. Children make telescopes for the story they are reading. They are excited as they use their telescopes to follow the actions in the book. For example, when the childminder reads the

story, children look up and down, left and right. This helps children to remain engaged during story sessions.

- Children benefit from a positive role model. The childminder supports children to have a go at the experiences she has put out for them. She provides praise and encouragement. When children wander away from the activity, she knows about how they will travel back and forth as they are developing their attention skills. This builds children's confidence and well-being.
- Parents report the childminder is exemplary. They say they feel relaxed when their children are at the home of the supportive childminder. In addition, they feel she has the ability to tune into their children's development. They explain how she creates an environment that addresses their children's individual needs. For example, she works closely with parents to support children with allergies. This ensures that parent partnership is effective, and children progress well.
- The childminder thinks about her own professional development. For example, she has attended training on '50 things to do'. This has helped her to identify learning experiences for children to do with their parents at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interest first.

What does the setting need to do to improve?

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

- consider further ways to support children who speak English as an additional language, to help them make even better progress in their speaking skills.

Setting details

Unique reference number	EY248437
Local authority	Coventry
Inspection number	10366221
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 February 2019

Information about this early years setting

The childminder registered in 2003. She lives in Coventry. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. The childminder provides funded early education for any eligible children attending.

Information about this inspection

Inspector

Dal Malhi

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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