Childminder report

Inspection date:	8 July 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

The childminder provides a warm and welcoming environment where children demonstrate they are happy and comfortable. Children benefit from a good balance of child- and adult-led play. They form bonds with one another and are kind and courteous to each other. The childminder takes children out on many day trips. These include going to soft-play areas and local singing sessions at the church. Children are confident and welcome visitors into their play. They choose to play with dolls and care for them compassionately, wrapping them up in blankets and carefully placing them in pushchairs.

The childminder is passionate about storytelling. She introduces the story to children and explains why they will be reading that story in particular. Children enjoy snuggling up with the childminder and looking at the book together. They listen to the story, then pause, reflect and discuss what they see on the pages. Children demonstrate prior knowledge and are able to name and identify creatures of the sea. They laugh and giggle as the story comes to life and the childminder tickles their noses. These experiences help children to form close bonds and attachments with the childminder, which in turn supports their emotional development.

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

- The childminder plans a wide and varied curriculum for children to enjoy. She incorporates diverse religious festivals and changing of the seasons into her planning. Children benefit from learning across all areas of the early years framework. However, learning intentions for some adult-led activities are not precisely focused on what children need to know next.
- The childminder creates a language-rich environment for the children in her care. She uses language such as 'hydrated' when talking about the importance of drinking water on sunny days. Children demonstrate understanding and recall of knowledge when at play. As they play with sea creatures, they say 'tentacles' as they point them out on the creatures. This helps children to widen their vocabulary and become confident communicators.
- Children engage in meaningful conversations, including during snack and dinner time. They talk confidently about the holidays they have been on and where they will be going on their next holiday. Children share their snacks with one another and discuss their favourite fruits. However, during these conversations, the childminder does not consistently help children by re-modelling words that have been said incorrectly. Therefore, children are not always aware of the correct pronunciation.
- The importance of health and hygiene is promoted well. The childminder encourages children to wash their hands before eating and to wipe their own

faces afterwards. During snack time, children pour their own drinks and comment that the water is 'delicious'. The childminder also encourages children to put on their own shoes and jackets. This helps them to develop their independence in readiness for the next stage in their education.

- The childminder promotes early mathematical concepts well. She helps children to use words such as 'full' and 'empty' while filling up jugs in water play. She encourages them to count the fish they have caught in their nets and asks children to identify numbers.
- Children experience daily walks to a local school to pick up other children. They go to parks and playgroups where they use tricycles, balance bikes and climbing frames. Children enjoy these physical challenges and show determination in learning new skills, such as using pedals. These opportunities help children to develop physically in strength, balance and coordination.
- Parents are happy with the service that the childminder provides. They comment on the varied outings that the children are taken on. They state that their children acquire good manners and kindness while with the childminder. They appreciate their children learning about the different cultures that are celebrated among our diverse community.
- The childminder is committed to continued professional development. She knows the importance of acquiring knowledge to help give the best start to the children in her care. She has completed courses in sign language to support children she looks after and to help close any gaps in their learning and development.

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:

- focus more precisely on the identified learning intentions for children during adult-led activities, to help them make the best possible progress
- model language more effectively to help children to understand how to pronounce words correctly.

Setting details

Unique reference number	EY288922
Local authority	Coventry
Inspection number	10351243
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	17 October 2018

Information about this early years setting

The childminder registered in 2004 and lives in Styvechale, Coventry. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Salma Yates

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to, and communicated with, the inspector during the inspection.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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