

Childminder report

Inspection date: 24 October 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

Children form close attachments with the kind and caring childminder. The childminder provides a range of activities and resources that children enjoy and motivate them to play and learn. Children happily use their imaginations as they play. For example, they excitedly put on their coats and climb into their boats before singing and rowing themselves to the South Pole. They develop their knowledge and understanding of the world as they talk about the weather and learn about penguins and other animals that live in cold places. The childminder and her assistants engage in timely conversations with children as they play. This supports children's language development and understanding. For example, they model and explain new vocabulary, such as 'igloo' and 'freezing'. The childminder repeats words for children sensitively to correct any mispronunciation.

Children develop counting skills and an understanding of mathematical concepts as they take turns to post and count coins into a piggy bank. They compare amounts with their friends as they are supported to identify who has 'more' or the 'most' counters. Young children build fine motor skills and hand-eye coordination as they play with activity cubes. They respond to the childminder's words of encouragement with smiles as they successfully push beads along a track. The childminder and her assistants are good role models. They have established simple house rules and routines that children happily follow. As a result, children behave well and play politely alongside their friends, taking turns and sharing.

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

- The childminder works with her co-childminder and assistants to plan a topic-based curriculum that reflects children's developing needs and interests. When planning children's learning, they give high priority to children's communication and language skills, physical development and personal, social and emotional development.
- The childminder gathers information from parents about what their children already know and can do when they start at the setting. Along with regular observations and assessments of children's learning, she uses this information to focus on what children need to learn next. Children, including those with special educational needs and/or disabilities, make good progress as a result. Children are well prepared for the next stage of their education at school.
- The childminder adapts her planning and practice to support children at different developmental stages. She repeats activities for those who need more practise, and she extends and challenges children's learning to help them make the best possible progress. For example, after children have successfully completed a jigsaw puzzle, she challenges them to complete a more difficult puzzle.
- Children develop independence skills. For example, they put on their coats when

going outside to play and help to clear away resources. However, when asking children questions, the childminder does not always give them enough time to answer before she responds. This means children do not always share their personal needs in their own words.

- Children acquire healthy lifestyle habits as they eat healthy fruit snacks and drink water. Children are active and develop important physical skills as they play running games and push themselves along on small vehicles outside in the fresh air. Children are supported to learn the importance of good oral health as they clean their teeth after eating their lunch.
- Parents comment that their children are happy, safe and secure in the childminder's care. They report that they receive regular information about the good progress made by their children through daily feedback and an online platform. Parents feel that their children's cultural backgrounds, views and beliefs are embraced and celebrated within the setting.
- The childminder and her co childminder work closely to reflect upon and evaluate their own practice and that of the assistants. They access training and regularly participate in professional webinars to help develop their ongoing practice. The assistants meet regularly with the childminder to discuss their well-being and ongoing practice. The assistants regularly undertake training to support them in their role. For example, they have completed early years special educational needs and disability coordinator training.

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:

- develop interactions with children to ensure they are continuously supported to share their personal needs in their own words.

Setting details

Unique reference number	EY346980
Local authority	Coventry
Inspection number	10359888
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	14
Date of previous inspection	17 December 2018

Information about this early years setting

The childminder registered in 2006. She holds an early years qualification at level 3 and works with a co-childminder and an assistant in the co-childminder's home. The childminder operates all year round from 8am to 5pm Tuesday to Thursday and from 8am to 4pm Friday, except for bank holidays and family holidays. She provides funded education for one-, two- and three-year-old children.

Information about this inspection

Inspector
Sue Bradford

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this was having on children's learning.
- The childminder and the inspector completed a learning walk of the premises and discussed the childminder's intentions for children's learning.
- The inspector had conversations with the childminder about the safety and suitability of the premises and resources.
- The inspector viewed essential documentation provided by the childminder.
- The inspector read questionnaires completed by parents to gain their views of the childminder's provision.

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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