

Childminder report

Inspection date: 30 September 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 are happy and enjoy spending time in the childminder's warm and inviting home. They are keen to play with the toys and resources that are offered. Children develop strong bonds with the childminder and enjoy being in her company. The childminder is a positive role model and encourages children to use manners and be kind.

The childminder's curriculum is broad and builds on children's interests. Children know the routines and boundaries and are confident to explore the environment. The childminder encourages children to do things for themselves. For example, children choose what they want to play with and help tidy up their toys when they finish. Children demonstrate a good attitude to learning. For example, they show perseverance and concentration when building structures with magnetic shapes. Children identify shapes and colours and develop small-muscle skills as they connect the pieces together. The childminder praises children for their efforts and provides reassurance. This helps children to persist and overcome challenges.

The childminder provides consistency in children's learning. For example, she shares information about children's development with other early years settings and schools. This helps all children make good progress and be ready for their next stage of learning.

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

- The childminder has a good knowledge of how children learn and develop. She uses this knowledge well to plan and provide play experiences. She gathers children's starting points and completes regular assessments of their progress. This helps the childminder identify any possible gaps in their development, so she can then provide the necessary support.
- The childminder is very reflective. She gathers the views of parents and children to help the development of the setting. The childminder completes regular training and uses online resources to support her professional development.
- Parents are very complimentary about the childminder and the service she provides. The childminder shares photos of children enjoying activities throughout the day. Parents receive regular updates about their child's progress in the Early Years Foundation Stage. This helps them to feel involved and extend their child's learning at home.
- Children benefit from many opportunities to be physically active. The childminder plans for lots of time outdoors. For example, they walk to the nature area and visit the local park. Children develop physical skills when climbing, swinging and sliding while using the play equipment in the park.
- Overall, the childminder creates many opportunities for children to embed their

language skills. For example, they sing rhyming songs and recall familiar words. Throughout their play, she repeats words back to children. This enables children to hear the correct pronunciation. The childminder engages in children's play and asks them questions. However, the childminder sometimes asks closed questions to test children's knowledge, which prevents children's critical thinking skills from developing to the highest level.

- Children develop a good awareness of the importance of keeping themselves healthy. They follow good hygiene practices and show their growing independence and self-care skills. For instance, children learn to wipe their noses and put their tissues in the bin afterwards. The childminder encourages children to understand good oral hygiene and how to brush their teeth. Children use a tooth and gum model to practise tooth brushing.
- Children learn how to keep themselves safe. The childminder talks about road safety and stranger danger when they walk to the park. Children also start to understand about safety in the home. For example, they practise the procedure to leave the house in the event of a fire.
- Children develop a good understanding of the local and wider community. For example, they go on the bus, visit museums and the pet shop. The childminder ensures that children socialise with other children, such as when they attend the local library for rhyme time and stay-and-play sessions. This helps children build on their social skills and confidence as they meet a wide range of people.
- Children display a keen interest in mathematics. They name shapes and discuss size during their play. Generally, the childminder makes good use of opportunities to build on children's mathematical skills. There is, however, less emphasis placed on incorporating numbers and counting to enhance children's development even further.

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:

- strengthen the implementation of mathematics to support children's knowledge of numbers and counting even further
- build on children's communication and language skills further by using more open-ended questions to extend their thinking.

Setting details

Unique reference number	EY357603
Local authority	Coventry
Inspection number	10355015
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	2 to 3
Total number of places	6
Number of children on roll	1
Date of previous inspection	14 November 2018

Information about this early years setting

The childminder registered in 2007 and lives in Coventry. She operates all year round, from 6.30am to 7.30pm, Monday to Friday, except for family holidays.

Information about this inspection

Inspector

Clare Walton

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that 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 inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- The inspector read written feedback from parents and took account of their views.

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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