

Childminder report

Inspection date: 11 September 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

Children enjoy their time with this friendly childminder. The childminder remains dedicated to her role in providing good-quality care for children. She works closely with parents so that she gets to know children well. This supports children to develop close relationships with her. The childminder sets clear boundaries for children and helps them understand their behaviour and how to manage their emotions. Children listen and respond well to the childminder's gentle guidance and instructions. For example, children help to tidy up ready for snack time. Children display strong bonds with the childminder and her assistant, who are both patient and kind.

The childminder is clear about what she wants children to learn. Her planning includes supporting children to be independent in their self-care skills so they are ready for starting school. Children learn to use cutlery and put on their own coats and shoes. The environment is inviting and children quickly become engaged in self-chosen play. Children have good levels of awareness and confidence to select play activities that interest them. They concentrate well at story time and have a strong determination to complete tasks. For example, young children carefully stack blocks to make towers. The childminder praises children on their achievements and reminds them to use good manners.

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

- The childminder has focused her curriculum on following the needs and interests of the children she cares for. She is flexible in her approach, listening to children's views and requests. She gathers detailed information about children's development when they start. In addition, she uses her ongoing observations of children's progress to deliver a varied range of learning, indoors and outdoors. The childminder ensures that the resources that interest children are available in the learning environment.
- The childminder and her assistant are positive role models. They teach children to use 'kind hands' and care for each other. Children learn about the importance of sharing and taking turns. This helps them to build positive relationships with their peers. The childminder continuously assesses children's development to quickly identify potential gaps in their learning. This helps to ensure that all children receive additional support if required.
- The childminder ensures her interactions with children promote their communication and language skills. For example, she comments on what children are doing as they play and repeats words back to them. In addition, children sing along as part of their circle time sessions. However, sometimes, the environment can become noisy. Children lose the thread of questions asked and the ability to recall the information requested.

- The childminder teaches children about the importance of good oral health. Children talk about how healthy foods 'make you strong' and they learn how to brush their teeth. The childminder reminds children to drink water regularly. Children enjoy going out with the childminder, such as to the local park. They attend stay and play groups and take regular walks in the surrounding areas.
- The childminder teaches children early mathematical concepts. For example, children count construction bricks accurately, developing an understanding of numbers. They develop small-muscle skills as they manoeuvre small toys and large vehicles. Children also learn to identify the colour, shape and size. They have access to a range of books to help them to build a love of stories.
- The childminder has formed effective relationships with parents, who speak about the positive impact she has had on their children. She keeps them informed of children's daily learning activities and experiences, to provide a consistent approach to their care and learning. Parents have regular opportunities to discuss their child's development and how to support their learning at home.
- The childminder makes use of some professional development opportunities, such as child protection and first-aid training. She reflects on her practice and meets with her assistant to share good ideas to improve children's learning. However, the childminder is less precise in identifying professional development that will help to improve teaching to the highest level.

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 strategies to reduce the impact of noise levels on children's learning
- implement a more effective programme of professional development to improve understanding of how to extend children's learning and raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY364664
Local authority	Coventry
Inspection number	10351394
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 9
Total number of places	12
Number of children on roll	13
Date of previous inspection	31 October 2018

Information about this early years setting

The childminder registered in 2007 and lives in Coventry. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector and the childminder completed a learning walk across all areas of the setting used by children to understand how the early years provision is organised.
- A joint evaluation of a teaching activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder, her assistant and spoke to children at appropriate times during the inspection.
- The inspector took account of the views of parents.
- The inspector looked at a sample of relevant records and documentation. This included evidence about suitability and training.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024