

Childminder report

Inspection date: 7 November 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 feel comfortable and safe in the childminder's welcoming home. They access resources independently, which the childminder provides to match their interests. For example, children are fascinated by resources that rotate, so the childminder responds by providing wheels, balls and spinning stackers. The childminder builds excellent relationships with the children and knows them very well. They invite her into their play and enjoy back-and-forth interactions, making tracks in play dough and building towers. The childminder keeps children safe through assessing risks and teaching them skills to keep themselves safe.

Daily visits to the park or to local toddler groups allow children opportunities to develop social skills and to build relationships with their peers and other adults. The childminder contributes to their life experiences by having a good understanding of their current knowledge and interests. For example, the childminder takes the children to the library to build on their love of reading.

Children demonstrate positive attitudes towards their learning and the activities the childminder provides. They show engagement and return to resources to consolidate their skills. The childminder reflects on her practice and uses a network of other local childminders to share ideas for her provision. She also accesses regular training opportunities. This ensures that her knowledge is kept up to date.

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

- The childminder plans learning for the children with their next steps in mind. She does this by regularly assessing what the children can and cannot do and uses this information to identify what she wants them to learn next. This means that children make appropriate progress.
- The childminder promotes children's communication and language development well. She reads stories with the children, who are keen to listen. They lift flaps in books and point to characters. The childminder also models exciting vocabulary to extend their knowledge. For example, as children play with play dough, the childminder uses words such as 'squeeze', 'roll', 'pinch' and 'squash' to describe what they are doing. The childminder also engages the children in regular singing sessions, where they join in with actions. Consequently, children's communication skills are good.
- The childminder has extensive knowledge of typical child development milestones. This helps her to identify any areas where children need extra support. Any concerns regarding special educational needs and/or disabilities (SEND) are raised with parents, and referrals are made. The childminder has strengthened her own knowledge in this area to ensure that she is giving the children the best possible support.

- The childminder has a flexible routine each day and likes to make sure that they are at home for the children to eat their lunch and have their sleep to support consistency. However, there is scope to support children even further during transitions between daily routines and activities as they find these a little unsettling on occasions, especially if returning from a short break.
- Children are taught about the boundaries and rules of the setting through interactions and explanation. Children cooperate when the childminder asks them to tidy up, and she offers praise when they get it right. The childminder recognises the importance of supporting children to manage their feelings and emotions. However, the strategies that she has in place are not consistently implemented in practice.
- Children eat lunch together socially at the table. The childminder sits with them. She engages them in conversation about what they are eating and encourages them to display positive table manners. She promotes healthy lifestyles by sharing information with parents about healthy options for lunch boxes and recognises the need for physical exercise. Children wash their hands before eating and after having their nappy changed. When the childminder asks why they are doing it, children recall what they have learnt previously about being healthy.
- The childminder ensures that she maintains two-way communication with parents. She shares daily updates and photos on children's learning. Parents comment on their 'enjoyable chats' with the childminder. This contributes to effective relationships between families and the childminder, which impacts positively on the experiences of the children.

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 children's understanding of the routines of the day so that they are secure in their knowledge of what is going to happen next
- consider ways to implement the strategies in place to provide even more support to children to help them manage their own feelings and emotions.

Setting details

Unique reference number	EY407072
Local authority	Coventry
Inspection number	10367988
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 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	5 March 2019

Information about this early years setting

The childminder registered in 2010 and lives in Coventry. The childminder provides care Monday to Thursday from 8am to 5pm, all year round. The childminder provides funded early education for children. The childminder holds a level 2 early years qualification.

Information about this inspection

Inspector

Natalie Herbert

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 spoke to the inspector about children's learning and development.
- The childminder spoke to the inspector about how they support children with SEND.
- Parents shared their views of the setting with the inspector.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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