

Childminder report

Inspection date: 3 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

The childminder promotes a safe and welcoming environment. She has high expectations for all children and they thrive when they attend. The childminder is attentive to all children's individual needs. She recognises when they are feeling a little unsure and offers them the comfort they need to help them settle. Children who have not attended for some time settle wonderfully into the routines of the day. This demonstrates the strong attachments the childminder builds with the children to help them feel safe and secure.

The childminder creates an inclusive curriculum ensuring all children, including children with special educational needs and/or disabilities (SEND), feel valued and included. Children enjoy a cuddle during story time as they listen to familiar stories. The childminder encourages children to contribute their ideas, and this helps them to feel valued in these discussions.

Children play harmoniously together and this is reflective of the values the childminder embeds. They share toys beautifully and encourage each other to join in their games. For example, as children balance on the stepping stones, they ask their friends to help them so they do not fall off them. They reach out and take their friend's hands to support them as they re-balance and successfully step off the stone. The children proudly cheer their friends on their success.

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

- The childminder is reflective of her practice and the service she provides for the children in her care. She is always seeking training opportunities to build on her already good knowledge and understanding. She ensures she keeps mandatory training up to date, such as safeguarding and paediatric first aid.
- The childminder is vigilant in how she assesses the safety of the environment for children. She reminds them how to keep themselves safe during an activity involving scissors. Children listen well and follow the instructions to ensure they use these safely. The childminder includes children during tidy-up sessions and reminds them why they need to pick the toys off the floor to keep them safe.
- The childminder gathers information from parents when children start. She regularly updates parents about their child's current learning. However, when there is involvement with other professionals, the childminder does not always actively strengthen these partnerships further by working more closely together to continue to raise outcomes for children.
- Parents speak highly of the care their children receive from the childminder. They state they know their children are in safe hands. The childminder has worked closely with families to help them with their transitions on to school. She provides families with support and guidance with their child's learning to enable

them to continue their learning at home.

- The childminder promotes children's independence in preparation for the next stage in their learning. Children manipulate dough to strengthen the muscles in their hands for early writing skills. They feed themselves at mealtimes and practise dressing themselves.
- The childminder supports children's understanding of mathematical concepts in a variety of different ways. For instance, when children show an interest in something. The childminder uses this information and plans this into the environment for them to further explore. For example, children get excited as they find matching coloured scarves and place these in their bowl of pretend water for their fish. The childminder encourages children to count how many fish they have scooped up in their nets, developing their understanding of numbers.
- Children access a range of activities on offer and most of the time they remain engaged in their chosen activity. However, due to the organisation of the environment, some children become overwhelmed with the choices available to them. This results in children moving quickly between activities and not remaining engaged and fully focused on their learning.
- Children learn about the world around them as they visit local places in the community, such as the nature reserve or local parks. The childminder talks to them about what they might find when they visit, such as meeting new people. She introduces different cultural events into the activities she provides for children other than what they already celebrate. This helps to develop children's understanding of differences and similarities.

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:

- consider more effective ways to organise the environment to enable children to remain focused on their learning
- develop stronger working partnerships with other professionals involved in children's learning and development to continue to raise outcomes for children.

Setting details

Unique reference number	EY415160
Local authority	Coventry
Inspection number	10360206
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 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	10 January 2019

Information about this early years setting

The childminder registered in 2010 and lives in Coventry. She holds an early years qualification at level 3. The childminder operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Katherine Wilson

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.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared written feedback of 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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