

Childminder report

Inspection date: 25 August 2022

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 have warm and nurturing relationships with the childminder. They benefit from a family environment and receive lots of hugs and cuddles. This enables them to feel safe and secure with lots of care, attention and reassurance during the day. As a result, children settle quickly into their play. Children have a well-organised routine. Consequently, this supports them to understand what happens next.

The childminder engages children during role play. For example, children enjoy playing with the role-play food. They excitedly request 'juice please' during their play. The childminder supports the children's play and points out the juice carton for the children to pour drinks at the table. As a result, children learn all about turn taking and develop strong bonds with each other.

The childminder plans the curriculum with themes each week. She caters for children's needs and ensures that children are motivated and interested to learn. Children are provided with a broad variety of enriching experiences each day. They have daily opportunities to experience activities outside of the home. The childminder takes children to visit the park, the library, museums and local supermarkets. As a result, children gain valuable skills to prepare them for school.

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

- The childminder has clear aims for the curriculum. Children benefit from her knowledge of child development, which supports them to make progress. However, the childminder does not offer enough opportunities for children to express themselves creatively during art activities.
- Children learn all about freezing water and melting ice. The childminder enhances children's learning through exploring water and ice. Children investigate the ice and shiver with the coldness it brings to their hands. The childminder places the ice tray outdoors and children excitedly discover that the ice has melted. As a result, the children begin to understand the natural world.
- The childminder has a good understanding of the impact of the COVID-19 pandemic. She has reviewed any changes that work well and will continue to review her practice. For example, the childminder deep cleans more frequently to maintain high standards.
- Children develop a positive attitude as they learn all about the wider community. The childminder takes children on regular visits and outings to help them to understand and respect differences in the community. However, the childminder does not extend the children's understanding of diversity and the wider world.
- Children who speak English as an additional language are supported well. The childminder uses language effectively and communicates regularly with the children throughout the day. She develops and extends children's language and

communication skills through reading stories and singing songs and rhymes. As a result, children are given keywords in English to build and extend their vocabulary.

- The childminder promotes good health and hygiene routines. Children wash their hands regularly before snacks and meals and after toileting and nappy-change routines. Children are encouraged to eat healthy snacks and meals provided by parents.
- Parent partnerships are strong. Parents speak positively about the childminder's family-style approach to learning. She communicates effectively with parents about what the children have done each day. Parents are well informed about their children's development. They receive regular photos, videos and reports about their child's learning.
- The childminder is committed to her professional development. She works hard to maintain quality and develop her own practice. The childminder identifies her own training needs and undertakes training as required.
- The childminder works in partnership with the local school. She shares daily information with school staff as part of the school drop-off and collection.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and how to keep children safe. She is aware of the signs of abuse. As a result, the childminder knows who to contact if she has concerns about a child's welfare or thinks a child may be at risk of harm. The childminder is alert to indications that a child may be at risk of radicalisation in response to extreme views and behaviours. She keeps her knowledge up to date with safeguarding training. Children are well supervised and the home is regularly risk assessed and maintained to a high standard.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- provide even more activities for children to express their imaginations creatively
- consider ways to extend children's understanding of diversity and the wider world.

Setting details

Unique reference number	EY426734
Local authority	Coventry
Inspection number	10219751
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
Total number of places	12
Number of children on roll	11
Date of previous inspection	18 August 2016

Information about this early years setting

The childminder registered in 2011 and lives in Coventry, Warwickshire. She operates all year round, from 7.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with another childminder at the setting.

Information about this inspection

Inspector

Maryanne Hepburn-Bean

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector took part in a joint observation of children engaged in an activity. They discussed what the intention was and the quality of teaching and learning that they observed.
- The childminder spoke to the inspector as part of the learning walk, about the intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector viewed the areas of the home and garden that are used for childminding purposes.
- The inspector took account of the parents' views during the inspection.
- 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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