

Childminder report

Inspection date: 25 October 2023

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 is caring and very attentive to the needs of the children in her care. Children enjoy interactions with the childminder, and this shows that they feel safe and secure. Children are confident and happy to self-select activities and toys that are made available to them in a creative and dedicated playroom. Children are enthusiastic about their learning as they use festive stamps and cutters to create patterns and shapes in dough. They develop their understanding of mathematical concepts and learn new vocabulary and language as they are encouraged by the childminder to count and describe the shapes they make. Children concentrate and persist well when making pumpkin models. They use their hands to manipulate and shape the dough. They use words, like 'soft' and 'squidgy', when the childminder asks them to describe how the dough feels. Children develop high self-esteem and confidence as they excitedly share their finished models with the childminder, beaming with pride as she praises their achievements.

Children have frequent opportunities to socialise with other children and be physically active when they visit local playgroups and parks. They learn about personal safety, such as how to cross the road safely when they go on trips to the local fire station. The childminder is a positive role model, and she has high expectations for children. Children behave extremely well. They show a developing understanding and appreciation of each other as they play happily alongside each other, patiently waiting for their turn when playing games and sharing toys.

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

- The childminder has a good knowledge and understanding of early years and child development. She uses this expertise to plan an engaging and creative curriculum, incorporating seasonal topics and themes of learning that reflect children's interests and personal needs.
- The childminder gathers important information from parents to help identify clear starting points for children's learning. She then uses ongoing observations and assessments to monitor children's progress and identify their next steps in learning. Children make good progress because the childminder plans activities that challenge children's learning and builds on what they already know and can do. The childminder recognises and understands how and when to access additional services and advice to support children with special educational needs and/or disabilities.
- Children learn about healthy lifestyles. They develop important physical skills when they participate in dance routines at the start of the day and relaxing yoga activities at other times. However, the childminder does not always take the opportunity to develop children's understanding of healthy food choices. For example, during mealtimes, she does not explain to children how the foods she

encourages them to eat are healthy and good for them.

- The childminder engages in purposeful conversation with children as they play, skilfully supporting their language and communication development. She asks questions that encourage children to talk about and describe the patterns that they have made. For example, as children make and copy patterns by using Halloween figures, they use previously learned words, like 'scary' and 'spooky' to describe skeletons. The childminder consistently models and encourages younger children to combine single words they know and use, such as 'digger', to form short sentences and phrases, like, 'This is a yellow digger.'
- Children develop good levels of independence. They help to tidy away resources and take care of their own personal needs, such as washing their hands and feeding themselves. Children are well prepared for their move on to new settings.
- Parents feel that their children develop positive relationships with the childminder. They feel informed about what their children are doing each day and the progress they are making. Parents feel that the childminder seeks their views and opinions and takes these on board when considering her provision. They appreciate how the childminder recognises and celebrates their family customs and cultural backgrounds with all children.
- The childminder regularly reflects on her provision and practice to identify ways in which she can develop it further. She works closely within a network of local childminders to share good practice and develop ideas that she uses to further enhance her provision.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding, and she is clear about her responsibility to keep children safe. She knows the different forms of abuse and their associated signs. The childminder knows what action to take if she has concerns that a child may be at risk of harm. She undertakes regular safeguarding training. The childminder ensures that her home is safe for children, and she regularly assesses risks in toys and equipment to ensure that they are safe and hazard free. She uses appropriate policies and procedures to protect children from harm. The childminder talks to children throughout the day about how to keep themselves safe.

What does the setting need to do to improve?

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

- support children to make healthy lifestyle choices and develop their knowledge and understanding about healthy foods.

Setting details

Unique reference number	EY429599
Local authority	Coventry
Inspection number	10308344
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	28 March 2018

Information about this early years setting

The childminder registered in 2007 and lives in Coventry. She operates all year round, from 7am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Sue Bradford

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 childminder and has taken that into account in her evaluation of the childminder.
- The childminder and the inspector completed a learning walk of the premises and discussed the childminder's intentions for children's learning.
- The inspector observed the quality of teaching and assessed the impact this was having on children's learning.
- The inspector had conversations with the childminder about the safety and suitability of her home.
- The inspector took account of parents' written views during the inspection.
- The inspector reviewed essential documentation that was provided by the childminder.

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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