

# Childminder report

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Inspection date:

26 September 2022

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| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Good               |

## What is it like to attend this early years setting?

### The provision is outstanding

Children are secure, happy and extremely settled. They have big smiles on their faces and show enthusiasm to learn. Children have fun, laugh and eagerly interact with their highly engaging childminder. Children have an awe-inspiring attitude to learning and sense of achievement. They become proud and happy when they achieve something new.

Children relish the opportunities that the childminder provides them with to explore the world around them. They enthusiastically take apart broken toys and work out how to re-assemble them with the childminder. They discover worms in the garden and eagerly observe them to find out where they go and what they do. Children investigate a variety of musical instruments to explore the different sounds. The childminder encourages children to use them in different ways and they make even further discoveries as they listen to the sounds made. Babies explore textures while they make marks in play dough. The childminder skilfully encourages babies to use their fine motor skills to grasp and hold new tools. Babies settle incredibly well. They thrive in their communication as they begin to babble and make noises to interact with the childminder.

Children show incredible enthusiasm and excitement. They laugh as they play 'peepo' with the childminder and copy facial expressions in the mirror. Older children speak confidently in fluent sentences about a vast range of topics. Children discuss 'dirty teeth' as they brush the teeth of 'Nasher the bear'. They talk about the bear losing his teeth and why.

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

- The childminder is highly reflective. He thoroughly prepares himself to provide high-quality care and education by ensuring his knowledge is up to date. He completes a wide variety of courses and reading to ensure his practice is of high quality and continuously develops. He shares his practice with his co-childminder so they can effectively evaluate their setting to ensure children are safe.
- The childminder is highly effective in embedding the seven areas of learning into everyday practice. He meticulously observes and assesses the children's progress to continuously build on their previous knowledge. Through knowing the children, he can follow their interests, extend their learning and bridge gaps in their knowledge. Children make incredible progress in all areas of learning.
- The childminder sensitively helps children to celebrate their uniqueness and learn about their diverse world. Children learn about disabilities, such as blindness. For example, they explore what it is like to use their senses to see, instead of using their vision. Children guess what's in the box, exploring different textures, such as jelly, by using their sense of touch. They learn about

similarities and differences when they explore different cultures, festivals, and traditions. Children make lanterns to celebrate the festival of light and use torches to explore light, and darkness.

- Children learn about their own safety. The childminder is inventive and knows how to motivate children to learn. Children thoroughly enjoy the superhero character who comes to teach them about road safety. They learn about pedestrian crossings and how they must wait until the figure is green before crossing the road. Older children learn how to safely navigate themselves on obstacles such as, climbing ladders and slides. They are fully immersed in learning about fire drills and other emergencies. Children take part in their role play as they excitedly pretend to be a firefighter and get everyone to safety. They enjoy visits from the local police to teach them about people who help us and who to go to in case of an emergency.
- The childminder provides children with a vast curriculum that also promotes a love of nature. For example, children experience trips to the local nature reserve to explore the forest. Older children make predictions and discuss where the spider might be when they find spiderwebs. Children use their reasoning skills. They discover paw prints in the soil and talk about what animal it might be. Children enthusiastically discover how to care for animals and their environment. They learn how to shred paper safely and recycle their waste. Children help the childminder to put the waste in the recycling bin, and they know that this is good for the environment.
- Parent partnerships are a real strength of the childminder. He builds and maintains strong bonds with the parents and there is clear extension of learning at home. Parents are ecstatic with the progression of their children and state their children are nurtured and become kind and confident children. Parents receive information, such as their children's next steps, on a frequent basis.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is extremely knowledgeable about signs and symptoms that may indicate a child is at risk of harm. He is aware of a vast variety of child protection matters, such as the 'Prevent' duty. The childminder knows how to make a referral for a child of concern and is aware of other agencies where he can seek advice. He is vigilant about risk assessing his environment and continually improve his setting, such as getting a roof cover to protect children from the heat. He endeavours to ensure children's health and safety is of the utmost importance at all times.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY458320                                                                          |
| <b>Local authority</b>                             | Coventry                                                                          |
| <b>Inspection number</b>                           | 10236078                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 2                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 2                                                                                 |
| <b>Date of previous inspection</b>                 | 3 November 2016                                                                   |

## Information about this early years setting

The childminder registered in 2013 and lives in Coventry. He holds an early years qualification at level 3. He works with his wife, who is also a registered childminder. The childminder operates from 7.30am to 4pm, Monday to Friday, all year round, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Sophie Van Harten

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the manager and have taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and inspector talked about the curriculum and what they want children to learn.
- The inspector talked to parents to seek their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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