

Childminder report

Inspection date: 12 March 2025

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 are happy and secure in the childminder's home. They form good friendships with each other and a strong bond with the childminder and her assistants. Children are familiar with their daily routines. They respond well to praise when completing tasks, such as tidying away their toys. Children show good manners, and the childminder and her assistants quickly remind them if they forget. As a result, children's behaviour and attitudes to learning are good.

Children learn to identify and name their emotions with the support of the childminder and her assistants. They create faces using craft materials, including play dough. Children confidently manipulate the dough to create mouths representing happy and sad faces. They enjoy looking in mirrors and observing their own facial expressions. The childminder helps children to recognise the difference between these emotions and to understand what makes them happy or sad.

The childminder plans her curriculum around children's interests and supports their needs. She prioritises visits to broaden children's experiences, such as trips to National Trust venues and local museums. Additionally, children socialise and meet new people outside the childminder's home, such as during rhyme time sessions at the library and various activity groups. These experiences help build children's confidence and ability to mix with other children and adults.

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

- The childminder and her assistants work effectively together. They evaluate activities and the progress children make. This enables them to plan a curriculum that is tailored to children's needs. The childminder seeks advice from her local authority early years team and keeps her and her assistants' mandatory training up to date.
- The childminder assesses children's learning and development, including completing the progress check at age two years. She shares information with parents and helps them to seek support from outside agencies when there are concerns about a child's development. This helps to ensure children receive the specialist help they require.
- The childminder keeps parents informed about their children's progress. This includes photos and information about the activities children have taken part in. Parents comment that this information allows them to extend their child's learning at home and feel involved. They report that they are happy with the care and learning their children receive.
- The childminder uses additional funding effectively to support the children's learning and development needs. Recently, she purchased resources to help

younger children strengthen their hand muscles and improve their hand-eye coordination.

- Overall, there is a focus on supporting children's language and communication. The childminder speaks clearly to children so they can hear the correct pronunciation of words. In addition, she introduces children to new words, such as 'squish' and 'squash', as they mould play dough. However, the childminder does not always consider noise levels and the impact this has on children's listening and attention skills.
- Children have many opportunities to develop their large- and small-muscle skills. They eagerly join in with exercises and focus on bending, stretching and jumping. Younger children develop strength in their hands as they post shapes through letterboxes and press buttons to activate sounds. Children mould and roll play dough using their hands and fingers, which helps prepare them for early writing.
- The childminder encourages children to count and name shapes as they play. For example, children count objects such as lollipop sticks and pom-poms. The childminder shows shapes on stamps and rolling pins, helping children to identify stars, circles and triangles.
- Overall, the childminder promotes children's independence well. Older children can manage their personal hygiene needs, while younger children are learning how to roll up their sleeves for handwashing and how to wipe their noses. However, the childminder sometimes gives older children spoons to eat with, which means they do not have consistent opportunities to develop the skills to use a knife and fork in preparation for school.
- The childminder promotes a healthy lifestyle, including maintaining good oral health. Older children can confidently remember a recent story and the new vocabulary introduced by the childminder. For example, they recall the words 'cavities' and 'bacteria' when discussing the need to clean their teeth at night.

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:

- support children's ability to concentrate and develop their listening and language skills more consistently, by considering noise levels in the environment
- promote older children's independence and physical skills further, such as providing the type of cutlery at mealtimes to prepare them for school.

Setting details

Unique reference number	EY466238
Local authority	Coventry
Inspection number	10374534
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	3 May 2019

Information about this early years setting

The childminder registered in 2013 and lives in Coventry. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. The childminder provides government funded childcare for eligible children.

Information about this inspection

Inspector

Clare Walton

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 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.
- The inspector read written feedback from parents during the inspection and took account of their views.

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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