

# Inspection of Bottomley, Annette

1 Sherlock Road, Chapelfields, Coventry, West Midlands CV5 8EX

---

Inspection date: 23 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

The childminder is qualified and very experienced. She provides a relaxed, enjoyable and homely environment where children feel emotionally safe and secure. The well-organised environment supports the needs and interests of children well. Children are very happy and settled. They confidently engage in creative activities in the home. The childminder recognises the importance of helping children to become more independent with their self-help skills before starting nursery or school. Children under three years of age learn about their bodies as they take part in a range of activities. For example, they help the assistant to draw around the outline of their friends' bodies. Children then colour in and place real clothes on the real-size body picture, bringing it to life. They enjoy dressing up at the same time. The childminder has high expectations for children's behaviour and they behave well. They learn to share and take turns from an early age as they play alongside each other. Children demonstrate respect for the childminder and her assistant. For example, when asked to tidy up, they respond quickly to instructions. The childminder encourages children to develop good communication and language skills. They enjoy looking at books and listening to stories, and engage in discussions about the pictures and characters. The childminder seizes opportunities for children to hear and use counting in everyday play situations as they count how many connecting figures they have.

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

- Children benefit from a broad curriculum. The childminder and her assistant know children well. They understand what children like to play with and use their interests effectively to plan activities to support their learning. However, the childminder does not consistently ensure younger children are fully engaged in larger group activities.
- The childminder promotes health and well-being effectively and teaches children about the importance of good hygiene routines. For instance, children are encouraged to clean their hands regularly with antibacterial wipes before meals and they use paper towels for hand drying to help prevent germs spreading.
- The childminder has a good relationship with parents. Parents are very positive about the service that is provided, and they say their children enjoy attending. The childminder uses the settling-in process to gain information from parents about their children's routines and interests. However, she does not always gain information from parents about children's capabilities when they first start to help her gather their starting points for learning and plan immediately to build on their skills.
- Children learn about the world around them and their community. They visit interesting places such as the museum, shops, parks, and they go foraging in the local woods to collect natural objects. In addition, children learn how to care

for animals, as they help to feed the childminder's pet tortoise, albino frog and bird.

- Children develop an understanding of how to keep themselves safe. For example, they learn to walk up and down steps safely and learn about road safety during trips out and about. The childminder explains why they must not run indoors to prevent them from falling over.
- Each child has an assessment profile which the childminder highlights to show what they are able to do and where they are in their development. The childminder recognises emerging gaps in children's progression swiftly and identifies targets to support their learning further. She regularly takes photographs of children engaged in activities to share with parents, along with an online daily diary. This keeps parents informed about their child's daily activities and care routines.
- The childminder and her assistant review their provision to identify any areas for improvement. For example, they have identified the need to replace the decked area in the garden, so it does not pose as a tripping hazard to children when wet. They reflect on the range of equipment they have and purchase new resources to enhance activities. The childminder monitors her assistant's practice to ensure he understands his responsibility. She supports him to keep up to date with mandatory training, such as first aid. In addition, she cascades information from any training she has completed to enhance his knowledge and skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that safeguarding and children's welfare are paramount. She and her assistant fully understand the signs that may indicate a child is at risk from harm. They are confident in their ability to identify and report concerns to the safeguarding agencies if required. The childminder keeps her safeguarding knowledge up to date through regular training, including her knowledge of the wider safeguarding issues. She carefully considers the safety of all children and ensures the house and places she takes children to are safe. Children are encouraged to understand about things that may cause them harm, for example why they should not run indoors.

## What does the setting need to do to improve?

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

- gather more detailed information from parents when children first start, in order to inform starting points in learning and plan immediately to build on what children already know and can do
- review the organisation of group activities to help younger children become more highly engaged.

## Setting details

<b>Unique reference number</b>	EY285542
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10070176
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	Bottomley, Annette Marie
<b>Telephone number</b>	02476 728525
<b>Date of previous inspection</b>	3 June 2015

## Information about this early years setting

The childminder registered in 2004 and lives in Coventry. She operates all year round, Monday to Friday from 7.30am to 5.30pm, except for bank holidays and family holidays. The childminder works with an assistant.

## Information about this inspection

### Inspector

Jennifer Turner

### Inspection activities

- The inspector completed a learning walk and evaluated an activity with the childminder and her assistant to understand how the early years provision is organised.
- The inspector spoke to the childminder, her assistant and children during the inspection.
- The inspector looked at a sample of the childminder's documentation. This includes information about the suitability of members of the household and her policies and procedures.
- The inspector took account of parents' written comments and 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020