

Childminder report

Inspection date: 26 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

The childminder fosters a nurturing and safe environment for children. New children in the setting appear happy and comfortable under the care of the childminder and the co-childminder. The childminder interacts with children as they play and ensures that they have plenty of enjoyable activities in a home-from-home environment.

The childminder encourages kindness from children through gentle reminders for them to share and take turns. She is a good role model and regularly praises children's achievements as they successfully complete tasks. This helps children develop the confidence and make good progress in their learning.

Children enjoy a broad curriculum. The childminder plans a broad range of activities and experiences that take into account children's interests and the natural cycle of the year. Children enjoy exploring the texture of paint during creative activities, such as making cards for Mother's Day. They use their hands, fingers and stamps to create patterns and mix various colours. Children name the colours, and as they mix the paint, they discuss the colours they have created. The childminder provides opportunities for children to strengthen their hand muscles. For instance, she asks children to help her squeeze the paint from the bottle. Children have opportunities to develop their own ideas and create their own unique cards.

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

- The childminder works closely with her co-childminder. She participates in regular training to stay up to date with her knowledge. The childminder manages her own training as well as that of the co-childminder, identifying appropriate courses and online webinars. Together, they complete a wide range of training courses to maintain and develop their skills and knowledge further.
- The childminder plans various adult-led activities with a clear understanding of the specific learning intentions. However, she does not consider how to organise group activities to promote the learning of all children taking part. At times, older children do not fully benefit from the activity because younger children require additional support from the childminder. This results in the childminder not always extending the learning further for older children.
- The childminder supports children's developing language skills effectively. Children enjoy a wide range of books and stories to help extend their vocabulary and love of reading. Younger children enjoy playing with animal puppets. The childminder encourages them to describe the puppets and make the corresponding animal sounds. Older children listen and follow instructions, such as when they help to assemble the table for painting. This supports children to make good progress in their language development.

- The childminder introduces mathematical language throughout the day. She supports children in counting objects during play and in recognising the differences between large and small items. When children discuss the animals in a book, they identify patterns, such as the stripes on the tiger. They also practise counting the animals and matching colours on the paint trays.
- Children learn to manage their own safety. For example, the childminder explains to children not to put the paint in their mouths, as it will make them feel 'poorly'. Furthermore, the co-childminder teaches children about road safety during local walks and park visits.
- Overall, the childminder promotes children's independence. For instance, she enthusiastically involves them in setting up the table for creative activities. She demonstrates how to twist the table leg into its base, allowing children to copy and learn. However, sometimes, the childminder performs tasks for older children, such as helping them put on their aprons. Consequently, children miss important opportunities to prepare them for the next phase of learning.
- The childminder promotes children's understanding of healthy living. She discusses various fruits with children and encourages them to eat their lunch, as it will help them grow 'big and strong'. Children enjoy lots of fresh air in the childminder's garden. They enjoy regular trips to the park, where there is ample space for them to run, jump and use larger equipment.
- Parents are complimentary about the service that the childminder and her co-childminder provide. Parents say that they are well informed about their child's day by receiving verbal updates and details regarding the activities their children have engaged in. Parents speak highly of these activities, describing them as 'thoughtful and engaging'. They feel included in their child's learning and praise the excellent communications from the childminder.

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:

- review the organisation of group activities to ensure that children of all ages fully benefit from them
- provide children with further opportunities to develop their independence by allowing them to carry out more tasks for themselves.

Setting details

Unique reference number	201130
Local authority	Warwickshire
Inspection number	10380595
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 10
Total number of places	12
Number of children on roll	12
Date of previous inspection	14 June 2019

Information about this early years setting

The childminder registered in 1990. She lives in Bedworth in Warwickshire. She works with a co-childminder. The childminder operates all year round, 7am to 5.30pm, Monday to Thursday, except bank holidays and family holidays.

Information about this inspection

Inspector

Clare Walton

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of a group activity with the childminder.
- The inspector took account of 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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