

Childminder report

Inspection date: 10 September 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 thrive in the childminder's home. They demonstrate that they are happy, confident and independent. The childminder provides a safe, inviting and fun environment, where children can freely explore resources and take charge of their play. There is a strong focus on children's personal, social and emotional development. The childminder responds to children's needs and feelings with sensitivity, nurture and care. Children experience warm, positive interactions and benefit from her gentle guidance and encouragement. They often snuggle up on her lap for a quick cuddle and reassurance.

The childminder carefully plans and presents resources so that children can access them independently. This helps children develop confidence, curiosity and independence. Activities prepared for children are child-led and purposeful, supporting learning through play. For example, children explore farm animals in a story and play out their experiences creating a farm and placing animals in their homes.

The childminder has high expectations for children's behaviour. She is a good role model to children. For example, when children encounter minor difficulties with sharing, she models kindness and supports them in understanding and managing their emotions. Children respond positively to the boundaries, demonstrating respect and helping each other during play and daily routines.

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

- The childminder devises and implements her curriculum through purposeful play and practical skills, tailoring activities to each child's individual needs and their current interests. She regularly assesses children's progress and plans their next steps effectively. The childminder enhances children's knowledge through meaningful conversations, helping them to deepen their understanding of various concepts.
- Children benefit from opportunities to explore their local community and the world around them, including celebrating various festivals and learning about foreign cultural traditions through books and stories. The childminder uses those stories as an interactive tool to provide opportunities to count, identify animal sounds and discuss concepts, such as weather and farm life. Children respond enthusiastically, giggling at the childminder's intonation and requesting more books, demonstrating that they are enjoying books and are actively engaged.
- Children learn social skills, take turns and share resources. The childminder supports children's understanding of daily routines, encourages problem-solving, counting and introduces new vocabulary. For example, children engage in role play in the kitchen, making tea and toast, counting fruit and naming ingredients.

Children play happily together, sharing resources under the childminder's guidance.

- The childminder introduces early mathematical concepts through everyday interactions. Children learn to count in sequence as they point to animals in a book. The childminder also supports children's understanding of positional language, when children hide animals inside and outside their toy homes. She models the use of mathematical vocabulary, such as comparing sizes, quantities and shapes. This helps children build a strong foundation for their future mathematical learning.
- The childminder works effectively with parents, who report that they value her warm and approachable manner. They appreciate the progress their children make. Parents feel that communication is excellent, with daily verbal updates and consistency between their home and the childminder's home. Parents also highlight the childminder's loving approach to promoting positive behaviour, cooperation and social skills, such as sharing and including younger siblings in play.
- The childminder provides a healthy snack, and she encourages children to wash their hands before they start eating. Children make balanced and nutritious food choices. Mealtimes are unhurried, with the childminder engaging children in conversations about their experiences to extend their learning. However, hygiene practices, such as handwashing after wiping noses, are not consistently followed. This increases the risk of infection and limits children's understanding of healthy practices.
- The childminder is passionate about supporting children's development and promoting their self-esteem. She demonstrates a proactive approach to her professional development. The childminder ensures that all mandatory training is completed and regularly updated. She works in close partnership with local schools and local authorities to promote continuity of care and to support children's ongoing learning and well-being.

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:

- ensure that hygiene procedures are consistently followed.

Setting details

Unique reference number	201193
Local authority	Warwickshire
Inspection number	10399672
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 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 December 2019

Information about this early years setting

The childminder registered in 1992 and lives in Rugby. She operates term time only from 7.30am to 6pm, Monday to Friday. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Anna Makowska

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 childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with the inspector.

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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