

Childminder report

Inspection date: 1 August 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 nurtured and loved by this experienced childminder, who plans effectively for their learning. Children confidently explore the learning environment and make choices in their play. They enjoy selecting from the range of resources that are attractively displayed to help even the youngest children lead their play. Children happily choose books from the high-quality texts on offer. They become engrossed in looking at the pictures and know how to turn the pages. The childminder supports children to look after the books as she models to them how to return them to the display. Children learn to value and appreciate stories and rhymes. This helps to nurture their love of reading, which lays a firm foundation for early literacy skills.

The childminder expects children to be kind and to look after one another. She encourages children to use good manners at all times and to be respectful to others. Children are kind and caring and display a warm and friendly nature. Positive attachments to the childminder and each other help children to feel emotionally safe and secure. Children behave well in this setting. They respond positively to the childminder when she engages them in tasks, such as putting items back where they belong.

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

- The childminder takes into account children's likes and interests as she plans for their learning. She ensures that children spend lots of time outdoors in their local community. Together, the childminder and the children visit local parks, libraries and groups. The childminder takes children on the bus and the train. These experiences extend children's knowledge of the world around them.
- The childminder organises her provision well. She rotates resources regularly to help children engage in a variety of play opportunities. The childminder is committed to her professional development. She attends regular webinars as well as face-to-face sessions. This ensures that she is up to date with any changes to the early years foundation stage.
- The childminder is a good role model for children's communication and language. She skilfully adjusts her interactions with children of differing ages to further extend their vocabulary. For example, she points and uses single words with younger children to help them make connections between words and objects. The childminder consistently ensures children have time to think and respond to her comments or questions. This allows children to develop as confident communicators.
- The childminder provides numerous opportunities for children to develop their independence. She teaches older children the importance of thorough handwashing and offers just the right amount of support. This encourages

children to carry out tasks for themselves. At snack time, children are keen to use safety knives to chop fruit. This offers them the opportunity to practise their hand-eye coordination and build their fine motor skills.

- The childminder responds promptly to children's physical and emotional needs and ensures that care routines are respectful. She recognises when children might need comfort and takes an unhurried and calm approach when they become distressed. The childminder tunes in effectively to children's non-verbal communication and supports them to make their wishes and feelings known.
- The childminder provides numerous opportunities for children to socialise with others. She recognises the importance of early friendships and values the connections that children make through play. This helps children to develop the social skills needed for the next stage of their learning journey.
- Partnerships with parents are positive. The childminder provides detailed feedback to parents about the activities and experiences that children get involved in. Parents state that they feel informed and included in their children's learning and development. Parents share how happy children are to attend and how they look forward to seeing the childminder and their friends.
- Overall, the childminder provides a broad curriculum with a strong focus on communication and independence. Children take part in a wide range of experiences to support their overall learning and development. However, the curriculum for mathematics is not as well embedded as other areas of learning. This means that children do not always practise key mathematical concepts, such as counting.

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:

- make greater use of everyday opportunities to extend children's understanding of mathematical concepts and practise counting.

Setting details

Unique reference number	201324
Local authority	Warwickshire
Inspection number	10398421
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	21 October 2019

Information about this early years setting

The childminder registered in 1992 and lives in Atherstone. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded places for children aged nine months to four years.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is 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 quality of education being provided, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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