

Childminder report

Inspection date: 10 February 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 form strong bonds with the childminder and really enjoy attending. The childminder is warm, welcoming and friendly. She gets to know children and their families well as soon as they start. She tailors her settling-in processes to every individual child and their family's needs. This helps children to feel secure. The childminder encourages social confidence and promotes positive behaviours in her home. She supports children to make their own choices, use good manners, be kind and take turns with others. Children behave well. They help the childminder welcome visitors into her home and engage in polite interactions.

Children are well cared for in this setting. The childminder sensitively caters for children's individual care needs to ensure these are met. She adopts a flexible approach and works closely with parents to promote physical independence, including toilet training. This helps promote children's physical well-being.

All children make good progress in their learning. The childminder's home is well resourced. The childminder encourages children to lead their own learning and passionately encourages school readiness. She follows children's interests and introduces new themes through planned activities. Overall, she provides a very broad curriculum that promotes different aspects of children's education. The childminder swiftly notices any gaps in children's attainment and implements plans to close these. This helps to ensure no child falls behind.

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

- The childminder's home is secure and she maintains high cleanliness standards. Good levels of supervision and effective risk assessments help to keep children safe.
- The childminder is a reflective practitioner. She keeps all her mandatory training up to date, including safeguarding. She proactively conducts research and accesses additional training online. For example, she has recently attended a workshop regarding climate change and how to teach children the importance of taking care of the planet. As a result, children have been recycling resources, and food packaging items kept have been added to their role-play area.
- The childminder routinely observes children, assesses their progress and identifies key next steps in learning. She plans activities to help enhance children's education based on these. Children demonstrate positive attitudes towards learning and really love making 'perfume' from coloured water and rose petals. The childminder introduces mathematical language relating to measuring and capacity as they explore various sizes of bowls, jugs and scoops to make their creations. This helps to build on what children know and can do.
- Children's communication, language and literacy are well promoted. The

childminder understands the importance of narrating children's play and holding frequent conversations. She takes children to the local library to experience 'Rhyme Time' and they also choose books to bring back to the setting to read together. The childminder plays matching games involving letters and the sounds they make with older children. However, on occasions, she asks too many narrow questions that only require one-word responses when interacting with older children. This does not help to encourage them to extend their thinking as far as possible.

- The childminder promotes healthy lifestyles in her setting. She ensures children enjoy fresh air every day, either in her own garden or at the local park areas. The childminder offers children nutritious snacks and works closely with parents regarding the foods they provide to make sure all children benefit from a well-balanced diet. She finds out about children's medical needs, implements care plans as necessary and manages these well. The childminder teaches children about the importance of looking after their teeth. She also provides leaflets for the parents regarding dental hygiene.
- The childminder works in close collaboration with parents. She communicates with them in a range of ways to ensure two-way information is shared about children's care and learning. Parents comment that the childminder is 'caring' and 'nurturing'. They state she goes above and beyond to support children and their families. They say they feel that their children have benefited from the best start by attending this setting.
- The childminder understands her responsibilities to liaise with relevant professionals to help protect children from harm. She has experience of working alongside other providers to support children where there are developmental delays. However, partnerships with some providers that children attend are not fully established. Occasionally, the childminder relies solely on parents' feedback to find out about children's time spent elsewhere. This does not help to ensure the most consistent approach to supporting children's care and learning.

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:

- enhance teaching with a particular focus on questioning techniques to help older children extend their thinking as far as possible
- work more collaboratively with all other providers that children attend alongside the setting.

Setting details

Unique reference number	201580
Local authority	Warwickshire
Inspection number	10376557
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	29 May 2019

Information about this early years setting

The childminder registered in 1993 and lives in Atherstone. She holds an appropriate early years qualification at level 3. The childminder operates all year around. Sessions are available Monday to Wednesday and on Friday, from 8am to 5pm. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Josephine Heath

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Parents shared their views of the setting with the inspector in the form of written feedback.
- 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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