

Childminder report

Inspection date: 3 February 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

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

What is it like to attend this early years setting?

The provision is good

Children arrive and excitedly tell the childminder what they have been doing at home. They proudly talk about their clothes and toys they have brought to share with their friends. Children confidently invite visitors to join in with their play, providing pretend cups of tea, various flavoured ice cream and cakes. This shows children feel safe and secure. They tell visitors what they enjoy doing at the childminder's. They talk about their friends, playing with dolls and listening to stories. Children find their favourite books and describe the characters in them.

The childminder recognises the importance of developing children's personal, social and emotional development as essential life skills. She plans daily activities outside of the home to build children's confidence in new situations and help them learn about the world they live in. Children visit toddler groups, libraries and go on train journeys. They learn about different lifestyles and cultural celebrations. Furthermore, they have opportunities to develop their physical skills when they explore local parks, play areas and soft-play settings.

The childminder has high expectations of children's behaviour. She encourages children to share, take turns and help each other. Older children play cooperatively. They kindly invite toddlers to join in with their games. Children receive lots of praise from the childminder and their friends when they learn new skills. The childminder promotes children's communication and language skills. She plays alongside children, modelling the language of play. Toddlers shadow her behaviour and echo her words. She extends older children's vocabulary as they play imaginatively with small world characters. They create stories about travelling to London on trains and rushing poorly passengers to hospital in ambulances.

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

- The childminder promotes learning through play, supported with quality adult interactions. She provides time for children to follow their interests and direct their own play. She arranges her provision to enable children to independently access a large range of high-quality resources. However, resources to promote children's creative development and mark-making skills are more limited.
- The childminder incorporates children's home learning experiences within her provision. Children talk about recent birthday celebrations. The childminder provides play dough and candles for them to make birthday cakes. Children talk about how old they and their family members are as they count the candles on their cakes. Older children proudly demonstrate their counting skills, counting accurately to 20. The childminder supports younger children to count to 10 using their fingers. Toddlers hold up their hands to indicate they want to count too. They smile with delight when their peers count their fingers and tickle their

tummies.

- The childminder encourages children to develop some independence. They learn how to manage their clothing and serve their own fruit at snack time. However, she does not always support children to become fully independent with their self-care. She does not encourage children to find tissues or to try to manage their own nasal hygiene.
- The childminder supports transitions. She learns about important people and events in children's lives. For example, for children who are expecting a new baby in the family, she provides dolls, pushchairs and baby care resources. Children enjoy pretending to feed and look after their dolls. This helps to prepare children for the upcoming changes.
- Parent partnerships are strong. The childminder seeks parents' views of children's development before they join her provision. This enables her to understand children's starting points and build on what children already know and can do. The childminder plans her provision around children's interests to support learning and development. She monitors children's progress, sets targets for future development and shares these with parents. Parents describe the childminder as kind, caring and phenomenal. They say she puts their children's happiness, care and well-being first, and their children love attending her provision.
- The childminder completes additional training to refresh her knowledge and skills. She networks with other childminders and childcare providers. She keeps abreast of changes in early years practice and proactively seeks ideas to improve her provision. This helps to improve outcomes for children.

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:

- further support children to become increasingly independent with their own personal care
- strengthen creative and mark-making opportunities to enable children to explore and develop their own creative ideas.

Setting details

Unique reference number	201610
Local authority	Warwickshire
Inspection number	10375979
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	13 May 2019

Information about this early years setting

The childminder registered in 1994 and lives in Hampton Magna, Warwickshire. She operates her provision all year round from 8am to 5.15 pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3. She provides funded early education for children.

Information about this inspection

Inspector
Sharon Wilcox

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 curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- 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.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2025