

Childminder report

Inspection date: 25 June 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 provides a calm, warm and welcoming environment for the children in her care. There is an open-plan dining and kitchen area, where the children move around independently, making choices about what they want to play with. There is a focus on developing children's independence at this setting. Older children help with small jobs, such as sweeping the floor, and younger children learn to wash their hands with only minimal support. The childminder sings a song while children wash their hands to help them know what they need to do.

The childminder responds to children's particular interests and events from home. For example, she explores the theme of space in an age-appropriate way, following children's home interests. Children thoroughly enjoy watching videos showing rockets. The childminder builds effective relationships with the children and is enthusiastic about knowing their individual milestones.

The childminder has built a strong network with other local childminders in the area. This allows her to take children out on day trips to the farm or the zoo with the added support of other adults to keep children safe. It also enables the children to develop their social skills in larger groups of children and adults, widening their experiences.

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

- The childminder regularly assesses what the children can and cannot do, and records this in review summaries. She records informal observations of children's learning and identifies next steps from the sequenced and well-organised curriculum. The childminder shares review summaries with parents to enable them to support children's learning at home.
- Children recall previous learning and experiences. The childminder encourages this by asking questions and testing their memory. For example, the childminder asks them if they can remember what they planted and grew. She also allows them time to look through their own learning journey photographs, where they point to favourite activities and spot their friends. This helps children to consolidate what they have learned.
- The childminder provides play activities that the children enjoy and are comfortable with. As a result, they are keen to join in. However, sometimes, some opportunities to extend learning, particularly for older children, are not fully utilised. This means that although children are involved, they are not always urged to experiment with learning that they are not familiar with to extend their learning even further.
- The childminder supports children's personal development. While at the table having their snack and lunch, the childminder encourages children to be polite,

use their manners and take turns serving their fruit. However, sometimes children struggle to wait and become upset during transitions or when they are asked to share. This means that some children can become frustrated and need more support to manage their emotions.

- The childminder promotes healthy lifestyles through daily exercise at local parks and safe open spaces. She also plants vegetables with children so that they can learn where food comes from. Children delight in helping to pick the vegetables and cooking them to make soup for their lunch. They love their regular trips to their allotment to spark curiosity about the natural world around them.
- Children with special educational needs and/or disabilities receive the support they need from the childminder, who is knowledgeable about how to refer to external agencies when necessary. She also carries out additional assessments to gain more information so that intervention is appropriate. This means that these children make suitable progress.
- The childminder is passionate about her relationships with parents. She places great emphasis on developing these so that open and honest dialogue about the children can take place. In turn, parents are thrilled with the care the childminder provides. They love that the children get to experience learning in the natural environment and comment on the wonderful progress their children have made since starting with the childminder. They are appreciative of the support the childminder offers the whole family.
- The childminder reflects on her practice and accesses training opportunities that are relevant to her children and will help her to make improvements. She regularly attends networking events in the local area to enhance her knowledge even further.

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:

- consider ways to extend children's learning experiences, particularly for older children, so that they can be challenged even further to gain skills they need for their next stages in development
- consider even more ways to support children to manage their emotions, especially during transitions and when being asked to follow instructions directed by others.

Setting details

Unique reference number	260693
Local authority	Coventry
Inspection number	10394736
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	3
Date of previous inspection	23 September 2019

Information about this early years setting

The childminder registered in 2001 and lives in Coventry. She operates all year round, from 7.30am to 4pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for all eligible children. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Natalie Herbert

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The childminder spoke to the inspector about the children's learning and development.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 childminder 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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