

Childminder report

Inspection date: 25 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 receive a warm welcome from the childminder in this setting. They are happy to see their friends and excited to take part in the experiences on offer. Children are familiar with the routine in the setting, which helps them feel a sense of belonging. They are confident as they explore the play space and can let the childminder know about their wishes and feelings. Children are curious learners, and they are eager to participate in activities that the childminder has planned. Children get really excited when they see resources that they would like to use. They respond positively to the childminder as she presents equipment for them to explore.

Children benefit from spending time in the ample garden. They are enthusiastic about exploring the sand. Children engage for prolonged periods, focusing on transporting the sand from the tray into a trolley. They play well alongside each other, and develop the skills to cooperate with their peers. Children are learning to listen to the childminder, and she supports them to understand her expectations by encouraging and praising their positive behaviour choices. For example, children are enthusiastic about putting items back where they belong as the childminder sings a 'tidy up' song.

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

- The childminder plans effectively for the individual needs of the children. She uses her observations in conjunction with information gathered from parents to decide how she will support and extend children's knowledge and understanding. The childminder regularly shares information with parents to help keep them informed about their child's progress, as well as identifying where further support may be needed.
- The childminder recognises the importance of accessing regular training and professional development opportunities to ensure her knowledge remains up to date. She engages in regular information briefings to ensure she fully understands any changes to the early years foundation stage.
- The childminder plans opportunities for children to spend time out and about in their local community. These visits help to extend their understanding of the world around them. Together with the childminder, children really enjoy travelling on the bus to the library. Children are excited to pay the bus fare and collect their ticket. Time spent in the library exploring new books, also helps to foster children's love of early reading.
- Children develop their physical skills effectively through the varied learning opportunities provided by the childminder. For example, she encourages children to practise and refine their fine motor skills as they manipulate tweezers to grasp pom-poms and pipe cleaners in a colour-sorting activity. This also helps to

develop children's hand-eye coordination.

- Overall, the childminder is a good role model for children's communication and language development. She ensures that children hear the correct pronunciation of speech sounds in her interactions with them, as well as weaving singing into the daily routine. However, on occasions, the childminder overwhelms children with information and questions without pausing for them to process and respond. This approach does not fully support children's thinking and speaking skills.
- Children develop their independence as the childminder supports their involvement in personal care. For example, the childminder teaches them how to wash and dry their hands competently. She also supports them to put on their coats when getting ready to go outdoors. The childminder firmly embeds these self-help tasks into her daily routine, which helps to promote essential life skills in readiness for children's next stage of education.
- For the most part, the childminder adjusts and adapts her interactions with children to reflect their developmental needs. She demonstrates an understanding of her role in supporting them to achieve, thereby building their confidence and self-esteem. However, there are times when the childminder's questions are too complex. This results in the children losing interest and becoming distracted.
- The childminder develops strong relationships with parents who appreciate the flexible and nurturing service that she offers. Parents comment positively on the progress children make while in the care of the childminder. They state that the childminder ensures they are included and involved in their child's learning and development.

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:

- strengthen interactions with children by allowing more time for them to think and respond in order to extend their thinking and speaking skills even further
- enhance the use of questions to enrich children's learning and development and support their attention and focus in play.

Setting details

Unique reference number	268348
Local authority	Warwickshire
Inspection number	10398523
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	28 October 2019

Information about this early years setting

The childminder registered in 2001 and lives in Bedworth, Warwickshire. She operates Monday to Friday, from 7am until 5pm, all year round, except for bank holidays and family holidays. The setting offers 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 spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning
- The inspector observed the interactions between the childminder and 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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