

Childminder report

Inspection date: 4 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm, caring, nurturing, home-from-home environment for children. Children arrive happy and eager to explore the activities that are set up for them. They are confident and settled in this setting. Children feel safe and valued as they express their feelings and thoughts and are listened to. This encourages them to display positive attitudes towards their learning and helps them to build their self-esteem and confidence.

Children benefit from the childminder's carefully planned curriculum. They gain a broad range of skills to prepare them well for the next stage of their learning. The childminder observes children throughout their time at the setting and uses this information to plan engaging activities that capture children's interest. This helps the children to build on what they already know and can do. For example, children enjoy playing with long pasta. They use tools, such as tweezers and chopsticks, to pick up the pasta and fill pots. This supports children's small hand muscles and concentration in readiness for early writing skills and prepares them well for the next stage of their learning and eventual move to school.

The childminder is a good role model. She sets clear boundaries for all children and supports them to listen to one another and take turns.

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

- The childminder is knowledgeable about child development and knows the children she cares for well. She completes introductory paperwork with parents on entry and provides a flexible approach to helping children settle in. However, she does not always collect sufficient information from parents for all the children she cares for to help her decide on starting points and inform her curriculum from the start.
- The childminder has clear plans and a vision for how to prepare children for their next stage of learning. As a result, children learn a range of skills to aid their transition to nursery or school. The childminder actively works in partnership with the local schools and nursery. She shares information when children move from one setting to the other, which supports continuity in their care and education.
- The childminder promotes children's independence and provides them with many opportunities to manage tasks. She uses daily routines to build on children's development. For example, when it is time to eat, children know they must go to the bathroom and wash their hands with soap and water.
- The childminder promotes children's good health and follows good hygiene practices. She provides healthy snacks for children throughout the day and teaches them about healthy eating and lifestyles through conversations at

mealtimes.

- The childminder plans activities about festivals that help children start to be aware of other cultures. However, children do not have as many opportunities to learn about the wider world, and what makes people unique, to prepare them for life in modern Britain.
- Children behave well. They form positive relationships with their peers and play happily in each other's company.
- The childminder supports children's communication, language and literacy skills well. Throughout activities, the childminder talks to children about what they are doing and skilfully asks open-ended questions to extend their critical thinking and problem-solving skills. Children enjoy a broad range of books, stories and songs. The childminder supports children to learn new words and concepts through the stories she reads and the songs she sings to them.
- The childminder works with other professionals to ensure she can support children with special educational needs and/or disabilities (SEND) effectively. She uses assessment to identify any gaps in learning and knows which agencies to seek support from to ensure children with SEND receive the right levels of support.
- The childminder is committed to continuing her professional development. She attends a range of training to help keep her knowledge up to date and continuously strengthen her practice.
- Partnership with parents is strong. Parents report that the childminder is passionate and highly skilled, and children look forward to attending. Parents also feel that the childminder is sensitive and knows the children well, which supports them in continuously making good progress in their 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 the information gathered from parents about children's learning when they first start, and use this to inform the curriculum right from the outset
- consider ways to incorporate culture and diversity into the curriculum even more to increase children's understanding and awareness of people and communities in wider Britain.

Setting details

Unique reference number	2688699
Local authority	Warwickshire
Inspection number	10367741
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	Not applicable

Information about this early years setting

The childminder registered in 2022. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. The childminder provides funding for all eligible children.

Information about this inspection

Inspector

Kiri Gill

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 the curriculum.
- The inspector took account of parents' views during the inspection.
- The inspector observed the interactions between the childminder and the children.
- 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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