

Childminder report

Inspection date: 29 April 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 develops close bonds with the children in her care. Children enjoy their time at her home and feel safe there. For example, they smile and clap as they achieve success during activities, and they are confident as they move freely around the environment. The childminder is respectful and gentle in the way she interacts with children. She follows their interests and takes their lead during play. For example, when a child wants to repeat a prior activity, she supports them to do this and builds on the previous learning. This means that children are highly engaged in learning. The childminder employs effective behaviour management strategies. For example, she listens to children carefully, supports them to explore their feelings and uses praise to promote positive behaviour. Children behave very well at the setting.

The childminder knows what she wants the children to learn and uses effective teaching methods. For example, children count as they bounce on the trampoline, and they say the sounds of letters chalked on the fence. This allows children to learn key skills and knowledge through play activities and interactions. The childminder has a clear focus on supporting children who speak English as an additional language. She speaks in children's home language and translates words into English. For example, the childminder models saying the colours of flowers in both languages for children to repeat. This supports children to make progress in both their home language and English.

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

- The childminder is enthusiastic about the benefits of outdoor learning. Children play in the large garden every day and go on regular outings to parks, museums, forests and farms. This supports children to learn about the world around them and to feel a sense of belonging within their community.
- Children learn about their bodies and emotional resilience. For example, together they read books about different emotions and feelings, and they learn about the body using a small skeleton and organ game. This helps children to understand their feelings and learn about their bodies.
- Supporting children's physical development is a focus for the childminder. For example, in the sand tray, children scoop and pour sand and pick up objects with tweezers. Outside, they ride bikes. These activities support their small and gross motor development.
- The childminder supports children's literacy development. For example, they read high-quality books together, play word building games and practise name writing. This helps children to build early reading and writing skills.
- Children's mathematical skills are developed through playful interactions. For example, children talk about the shapes they make in the sand. They count

them and find out how many there are altogether. This supports children to develop their counting skills and shape knowledge.

- The childminder encourages children to be creative and imaginative. For example, children engage in craft activities, such as colouring and sticking, explore musical instruments and play in the role play kitchen. This allows children to express themselves and their ideas.
- The childminder plans a range of activities and provides appropriate resources to support children to learn and develop. However, the planning is not always precise and in line with children's next steps. For example, one game requires children to use phonics knowledge that they have not yet been taught. This could prevent children from making the very best progress possible.
- Children who may have special educational needs and/or disabilities (SEND) are identified quickly. The childminder works closely with parents and increases her knowledge of how to support specific needs by attending specialist training. This ensures that the childminder is able to meet the needs of all children.
- The childminder engages in professional development activities which have a positive impact on children's well-being, learning and development. However, the childminder would benefit from exploring training opportunities to help raise the quality of her teaching and children's learning even further.
- Parents praise the childminder for her kind and professional manner. They feel their children are safe and happy in her care. Parents feel that their children make good progress in their learning and development, in particular in learning English. They feel the childminder provides an excellent service and would recommend her to others.

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:

- review and refine planning for the curriculum to ensure it is precise and in line with children's next steps, so that children make even more progress
- explore training opportunities to help raise the quality of teaching and learning even further.

Setting details

Unique reference number	2712223
Local authority	Coventry
Inspection number	10388466
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	4 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Coventry. She operates from 7am to 9pm, Monday to Sunday, all year round. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for eligible children.

Information about this inspection

Inspector

Caroline Albanese

Inspection activities

- 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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- 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 childminder spoke to the inspector about how she supports children with SEND.
- 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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