

Childminder report

Inspection date: 26 March 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

Children are happy in this setting. They have access to a well-equipped playing space, where they can choose resources independently. The childminder provides opportunities for children to develop their imaginative play. Children love playing with the role-play resources. They transport the food in baskets, feed the babies and chat on pretend telephones. The childminder promotes positive behaviour through setting rules and age-appropriate levels of explanation to help children understand what is expected of them. Children respond well to the childminder's instructions when she asks them to do something. For example, the children sit and wait for her to get things from the car before they go down the hall to the kitchen, demonstrating their awareness of the rules of the setting.

Outside, children show excitement to explore the open space. They play in the large water tray, pouring and scooping the water. Children enjoy creating new games, such as pushing vehicles through each other's legs as they laugh and take it in turns to push the tractor. The childminder interacts with the children in a calm and nurturing way. Children want to include her in their play and ask her to play with them and to read stories. The childminder has built strong relationships with the children, which supports their emotional well-being.

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

- There is an ambitious and sequenced curriculum in place at the setting, and the childminder uses curriculum statements to assess children's development. The childminder shares these with parents and takes their views into account. The curriculum is inclusive and play based. The childminder knows the children well and talks about their individual family set up when interacting with them.
- The childminder has a clear understanding of all children's next steps in learning and plans activities to help meet them. Children are currently learning to count items more accurately and to give more meaning to their mark making. There are opportunities to practise these skills independently and during adult-led learning. This means that children make good progress in their development.
- The childminder is led by the children and allows them time to fully explore experiences. They show positive attitudes towards learning. The childminder is aware of children's individual routines, such as sleeping. However, there are times when the organisation and length of activities impact on these daily routines, especially for the younger children.
- Children demonstrate independence as they carry out simple tasks. They can put on their own wellies and puddle suits to go in the garden. Children sit at a table while they eat their snack. However, more could be done to promote independence at lunchtime when all children, including the oldest children, sit in highchairs to eat. This means that older children are not given the opportunity to

prepare fully for the levels of independence that will be expected of them in their next stage of learning.

- The childminder promotes communication and language development and knows the impact these skills have on all other learning. There is a focus on this for all children. For example, there are many relevant books in the setting, and children enjoy looking at the pictures and answering questions about what is happening. The childminder sings songs with the children, and they sing to themselves while playing independently. The childminder uses assessment tools to highlight any gaps in development.
- Children engage in activities to broaden their experiences and build their developing vocabulary. For example, the childminder takes children to the post office to buy stamps after they read a story about a little girl sending postcards to her family. Children mark make on postcards and then discuss taking them to the postbox to post. The childminder introduces new vocabulary around this theme.
- The childminder holds robust knowledge about how to support children with any possible special educational needs and/or disabilities and promptly highlights any concerns with parents. The childminder implements additional learning opportunities to support with these requirements, and any referrals or external advice is sought quickly.
- The childminder takes pride in the relationships that she works hard to develop with families. They share two-way open communication, and the childminder sends photo updates every day. Parents are very happy with the childminder's provision. They say they would recommend the childminder to other families and comment on the varied learning experiences she offers, the progress their children have made while attending and her kind, caring and approachable nature.

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 the organisation of activities so that they do not impact on younger children's daily routines
- promote more independence at mealtimes, especially for older children, to ensure that they are fully prepared for their next stages in learning.

Setting details

Unique reference number	2714743
Local authority	Warwickshire
Inspection number	10388508
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Rugby, Warwickshire. She operates during term times, from 8am to 4pm, on Tuesday, Wednesday, Thursday and Friday. The childminder holds a relevant level 3 early years qualification. The childminder provides funded early education for children between nine months and four years.

Information about this inspection

Inspector
Natalie Herbert

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 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.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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