

Childminder report

Inspection date: 30 July 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 shows children high levels of care and attention. She tunes in skilfully to their needs and prioritises their emotional well-being. This supports children to feel welcome and helps them settle quickly into this nurturing setting. Children are confident and independent learners. They make choices and confidently select resources and equipment to extend their play. Children are interested as they ask about the purpose of the visit and why the visitor is using a laptop. Children are keen for the visitor to see their garden, and they invite her into their role play. This shows how confident children feel in the childminder's environment.

Children behave very well. Older children willingly let younger children into their play. They happily share resources and make space for other children to join in. Children understand the need to take turns with toys and equipment. They understand the childminder's rules, for example looking after the books. Children are very polite and show good manners as they readily say please and thank you. Children actively invite the childminder into their play. For example, they bring books to share with her and offer her 'tea' and 'fresh pasta' in their imaginative play. They respond joyfully to the childminder's positive interactions with them. For example, they giggle as they repeat her instructions of 'hurry up, chef' while engaging in restaurant role play.

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

- The experienced childminder has constructed an ambitious curriculum. She ensures that children's learning is well-sequenced from their starting points. The childminder regularly observes and assesses children's learning and development. She works closely with parents to identify what children need to learn next. The childminder helps parents to understand how they can support their child's development at home. She seeks advice from local authority experts when she identifies gaps in children's learning and development. This ensures that children make good progress across all seven areas of learning.
- The childminder has a highly effective approach to working in partnership with her co-childminders. Together, they evaluate the activities, resources and opportunities they offer to the children in their care. The childminders consistently use children's interests and motivations to plan changes to their environment. For example, they create calm spaces for children to use if they feel overwhelmed.
- The childminder is a strong role model for children's communication and development. She pays close, careful attention to children as they talk with her during play. The childminder consistently ensures that children hear the correct pronunciation of words in context to support their speech development further.

With the most able children, she asks more open questions to extend their thinking skills.

- The childminder creates numerous opportunities for children to share books and listen to stories, which nurtures their love of early literacy. She skilfully uses her voice to build anticipation and encourages children to join in with familiar words and phrases.
- The childminder ensures that routines are firmly embedded to support children's self-care. She teaches children thorough handwashing and encourages them to carry out tasks for themselves, such as putting on their wellies. The childminder offers simple instructions and just the right amount of support to encourage children to keep trying, which helps to build their resilience.
- The childminder creates opportunities for one-to-one interactions to build children's confidence in sharing their thoughts and ideas. For example, she helps children develop a passport for their upcoming holidays. The childminder encourages children to think about which country they are visiting. However, she does not consistently make the best use of books and other visual aids, for instance, to support and consolidate their understanding.
- The childminder makes the most of spontaneous learning opportunities. For example, she talks with the children when they are excited to spot the air ambulance hovering above them. This extends children's understanding of the role of paramedics and how they help people.
- Parents are appreciative of the detailed feedback they receive from the childminder. They comment positively on the nurturing relationships and varied opportunities that extend children's learning and ensure they are ready for the next stage of their education. Parents state that children are confident and well prepared for school.

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:

- use visual aids more effectively to fully support children to extend their ideas and consolidate their learning.

Setting details

Unique reference number	2723010
Local authority	Warwickshire
Inspection number	10398519
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	0 to 4
Total number of places	6
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023. She works alongside two other childminders in Warwick in the West Midlands. The childminder holds an early years qualification at level 3. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides 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 that 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.
- Children told the inspector about their friends and what they like to do when they are at the childminder's setting.
- The childminder spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025