

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

Children thrive in this nurturing setting. They are happy to arrive and see their peers, with whom they develop strong friendships. The warm relationships with the childminder ensure that children feel a sense of connection and belonging in the setting. This enables them to explore the exciting learning environment confidently. Children are eager to engage in small group times. They sing familiar songs and confidently talk about 'how they are feeling today'. This helps children develop an understanding of the needs of others.

Children engage cooperatively in role play and use their well-developed imagination to create games that last for prolonged periods. They joyfully invite the childminder into their play and delight in his willingness to follow their lead. Children frequently build on their real experiences to shape their pretend play. For example, they have recently visited a restaurant with the childminder, and this has led to an ongoing game of cafes and restaurants in their play. Through these games, children discuss which food is on offer as they 'take orders' from their peers and use the outdoor kitchen to 'prepare' the meals. Children demonstrate excellent communication skills as they negotiate and collaborate with their friends.

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

- The experienced childminder has a good understanding of child development and provides a well-balanced curriculum. When children start, he gathers information from parents and observes the children to identify their starting points. The childminder uses ongoing assessment to plan next steps in learning and identify any children who may be at risk of falling behind. This ensures all children make good progress.
- The childminder has a strong professional partnership with his co-childminders. Together, they consistently reflect on and evaluate the learning opportunities they plan for the children in their care to meet their individual needs. The childminder is highly committed to his professional development. For example, he frequently attends training sessions and webinars to extend his professional knowledge, which he uses to drive improvement.
- The childminder takes children on regular outings and purposeful visits. For example, they visit the library, local parks and gardens and go on adventures to the forest. This offers children the opportunity to extend their understanding of the world around them. They also experience physical challenges that further build their confidence and skills, such as climbing, balancing, sliding and den building.
- The childminder is an excellent role model for children's communication and language development. He listens intently to children and responds positively to their thoughts and ideas. The childminder consistently ensures children hear a

vast vocabulary to make connections in their learning. For example, when children are looking at the plants they are growing, the childminder talks with them about pollination and the importance of bees in the garden.

- Children's behaviour is excellent. The childminder has clear expectations of boundaries and routines, which he calmly reminds children of during their play. He is a good role model and consistently praises positive behaviour. As a result, children play happily alongside each other, sharing and taking turns, and show a positive attitude to learning.
- Overall, the childminder promotes independence. Children are confident and have a 'can-do' attitude. They competently pour drinks and serve vegetables. However, on occasion, the childminder does not provide children with appropriate cutlery to extend their independence even further. This limits children's opportunity to practise essential life skills.
- Children benefit from spending a lot of time outdoors. The childminder provides inviting outdoor play opportunities that capture children's imagination and enable them to explore and investigate. For example, children can crawl between two outdoor learning spaces using a tunnel.
- Partnerships with parents are a strength of the setting. The childminder shares in-depth information with parents and discusses children's learning and development to plan for their next steps. Parents comment positively on the excellent care provided for their children and share that they feel included in their child's learning journey. Parents are delighted with how the childminder ensures that children are ready for the next stage of their education.

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:

- provide appropriate cutlery at mealtimes to help children cut food, enabling them to practise essential life skills.

Setting details

Unique reference number	2724142
Local authority	Warwickshire
Inspection number	10398520
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. He lives in Warwick in the West Midlands. He works with two other childminders. The childminder holds an early years qualification at level 3. He 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 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 told the inspector about their friends and what they like to do when they are at the childminder's setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 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