

Childminder report

Inspection date: 2 April 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

The childminder is outstanding. She is an exceptional role model who consistently encourages children to use good manners and be kind to one another. Children are happy, content, and extremely well cared for. The childminder enthusiastically praises their efforts and achievements. For instance, she thanks them for listening 'very well' and for helping her to turn the pages in the book. This helps children enormously to build their self-esteem and confidence. Both the indoor and outdoor environments inspire children's play and creativity. In turn, children are eager to learn and make rapid progress.

The curriculum is highly ambitious. The childminder values the significance of nature and provides children with wonderful experiences to engage with the natural world. These experiences include tending to an allotment and visiting a local forest school. Children plant their own seeds, to grow fruits and vegetables, they then care for them, and then cook and eat the produce. The childminder organises her activities around the natural cycle of the year. Children look for signs of nature during walks and in the garden, becoming curious as they explore and investigate. They grow their own plants and observe the emergence of spring bulbs, such as tulips. The childminder encourages children to examine the tulips closely and note any changes in the tulips today. When children observe the tulips, they notice that the petals are open. The childminder encourages children to fully appreciate the environment by taking a moment to observe bees and other insects in the garden. Children show great interest and recall, that they saw a bee in the tulips yesterday.

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

- The childminder is well qualified. Nevertheless, she continually seeks new opportunities to enhance her excellent knowledge and skills further. This proactive approach ensures that she is well prepared to meet children's needs. For example, she has accessed courses focusing on supporting children's speech and language development. This enables her to plan tailored support that addresses the individual needs of each child.
- Teaching is of the highest quality. The childminder confidently discusses each child's interests and developmental stage, as well as their next steps in learning. She skilfully knows when to engage in children's play and when to allow them to explore independently. For instance, during water play, children use their senses to explore tea bags and crush mint leaves. The childminder gives children time to examine the effects of adding water to the tea bag, noting the colour change in the water as the tea bag softens.
- Partnership with parents is excellent. They comment on the 'incredible' environment both indoors and outdoors. Parents describe the childminder as

nurturing, knowledgeable, and passionate about her work. They have the opportunity to attend 'stay and play' sessions with their children, where they can discuss their progress and development. The childminder provides parents with many ideas and suggestions to support their child's development at home.

- Children demonstrate remarkable progress in their communication and language skills. The childminder seizes every opportunity to expand children's vocabulary. For instance, she models language such as 'squish' and 'squash' while children play with farm animals during messy play. They listen to rhyming stories and eagerly anticipate the correct rhyming word. They explore the books and new word such as 'jig' and 'gigantic', the childminder emphasises to children that these are new words they haven't heard before.
- The childminder maximises every opportunity for children to develop their mathematical knowledge and vocabulary. She skilfully integrates this into children's routines. For instance, during snack time, she asks children to find the correct number of plates, share the fruit equally so that everyone has the same amount, and cut the banana in half. Children naturally count as they wash their hands.
- The childminder places a high emphasis on connecting children with the community. Children regularly visit a local care home, where they share books and participate in various activities with the residents. This provides children with a valuable experience to interact with different age groups. Children also attend a forest school group, where they meet with other childminders. They also visit parks, libraries, and the florist, and spend time outdoors every day.
- The childminder promotes children's independence exceptionally well. Children practise pouring water or milk into their cups at snack time. They also prepare their own snacks. For instance, children use knives safely to cut bananas and strawberries with the childminder guiding them on how to hold the knife correctly. Children confidently collect their all-weather suits for outdoor play. They independently sit on the floor, put their legs in, and then stand up to fasten the straps. The childminder prioritises preparing children with essential skills for their next stage of learning.
- Support for children's physical development is highly effective. Children enjoy an extensive range of activities that support their small and large muscle development. Children cut, roll, and print using play dough; they use brushes and water sprays to clean farm animals during messy play. They confidently turn taps on water containers and crush mint leaves using a mortar and pestle. During garden time, children carry small watering cans to water their spring bulbs and happily push wheelbarrows around the garden.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2726406
Local authority	Coventry
Inspection number	10394592
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 9
Total number of places	6
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023, they live in Coventry. The childminder works term time only Monday to Thursday 7.30am to 5.30pm. She holds qualified teacher status. The childminder provides funded early education for eligible children.

Information about this inspection

Inspector

Clare Walton

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is 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 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.
- The inspector read written feedback form parents during the inspection and took account of their views.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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