

Childminder report

Inspection date: 9 September 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 in this setting are happy and settled. The childminder takes time to get to know them when they first start attending. She provides activities and experiences that match their interests. Children delight in playing with small-world resources, which helps develop their imagination. They particularly enjoy learning the names of different play objects. Even the youngest children use complex language as they identify the different species of dinosaurs and various vehicles. Children are eager to invite the childminder into their play. They smile and chat with her, asking many questions about the different resources on offer.

Children learn to understand simple boundaries, encouraged by the childminder. They know the routine of the day and what is happening next. The childminder supports this even further through her sensitive and attentive interactions with them. For example, she gets down to children's level to quietly explain how to take turns with a favourite truck. As a result, children share resources and behave very well.

The childminder places significant importance on children's independence. For example, she is patient with them as they practise putting on their shoes to go outside, guiding them to fasten them securely. The childminder provides just the right amount of support to each child, tailored to meet their individual needs. This strong emphasis helps children develop confidence and personal self-care skills.

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

- The childminder uses her observations of children's play to plan for their learning and development. She notices what interests and motivates children. The childminder then uses this information to build on what children already know and can do. She supports children in making choices during play, which helps them become engaged and focused.
- The childminder develops positive relationships with other settings that children attend. However, she does not yet routinely share information about children's development, which would promote more effective continuity for their learning.
- Children have numerous opportunities to be physically active while developing both their fine and gross motor skills. For example, some children fill up buckets in the sand using a spade, while others enthusiastically climb the steps of the slide. As children engage in various physical activities, such as riding balance bikes, the childminder supports them in learning about their own safety.
- Children enjoy plenty of play in the fresh air. Together with the childminder, they spend time at the park, the zoo and in the woods, which helps to develop their understanding of the world around them. Children also enjoy tending to the garden and growing various fruits and vegetables. The childminder ensures that

drinking water is always within easy reach, helping toddlers to stay hydrated as they explore and play.

- The childminder is a strong role model for children's communication and language development. For example, she consistently ensures that children hear the correct pronunciation of words in the context of their play. The childminder creates numerous opportunities for children to share their thoughts and offers them appropriate time to think and respond to comments or questions. This helps children develop as confident communicators.
- Children develop a strong understanding of mathematical concepts. For example, the childminder supports them to count through consistent use of everyday routines. She regularly uses mathematical language to extend children's knowledge as they play. For example, she introduces the words 'tall' and 'taller' as children hold the dinosaurs up next to each other.
- The childminder has a positive attitude towards training and professional development. She keeps her first aid and safeguarding knowledge up to date by attending regular courses. The childminder reflects on her work and identifies areas for improvement. She recognises the need and importance of updating her curriculum knowledge to continue to raise the level of teaching to an even higher standard.
- The childminder builds strong bonds with parents. She shares information daily about the activities and experiences in which children are involved. This helps parents to feel included in their children's learning. Parents express their appreciation for the childminder's caring and nurturing approach. They are delighted with the progress that children make while in her care.

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:

- develop relationships with other provisions that children attend to ensure sharing of learning information and continuity of learning
- engage in further professional development opportunities to develop the provision even further.

Setting details

Unique reference number	2730304
Local authority	Warwickshire
Inspection number	10399782
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	2 to 6
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Tamworth. She operates all year round from 7:30am to 5pm, Monday to Thursday. The setting provides funded places for children aged from 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 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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.

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