

# Childminder report

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Inspection date: 19 September 2025

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

The childminder's nurturing and loving approach creates an atmosphere of children's emotional security, confidence and curiosity. Children seek the childminder's attention and involvement in their play, demonstrating secure attachments and trust. Younger children receive gentle support and plenty of cuddles. Older children engage eagerly in stimulating activities, such as painting faces, imaginative play with toy farm animals and figures, and playing musical instruments. Children demonstrate pride in what they do, communicate their needs effectively, and develop concentration skills through a wide range of age-appropriate experiences planned for them by the childminder.

Children learn how to care for animals and understand the nature that surrounds them. The childminder closely supervises children, especially when they engage with rabbits in the garden. Hygiene practices are consistently reinforced, including handwashing after outdoor play and before snack time. Children, including younger ones, giggle as they dash back and forth to the rabbit cage. The childminder gently introduces them to safety instructions, ensuring that their interactions with the animals are safe and enjoyable.

Children engage in play with wooden blocks, building towers and experimenting with different structures. They work together, offering each other support and negotiating turns under the childminder's watchful eye. Children develop their manipulative skills, problem-solving abilities and early mathematical understanding. Children also demonstrate patience with the childminder's support, and they celebrate their achievements together. This helps them to develop resilience and a positive attitude to learning.

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

- The childminder devises a thoughtfully organised and stimulating curriculum, tailored to support children's developmental progress. Activities on offer, such as painting faces and sensory exploration, build on children's early language, imagination and physical skills. The childminder uses her observations and reports on children's developmental stages before she plans purposeful experiences. This helps to ensure that her teaching meets children's needs, including those who are learning English as an additional language.
- The childminder uses nursery rhymes and music effectively to introduce and reinforce new vocabulary, counting and sequencing. This supports children's comprehension. Children participate actively, finish phrases, count objects and engage their bodies to learn in enjoyable ways. Children count buns, look after 'Humpty Dumpty' and look for all the ducks that 'swam away'.
- Children are physically active both indoors and outdoors, confidently running,

crawling and using slides. They enjoy riding small tractors and trains, as well as pushing themselves on mobile toys. The childminder provides a careful balance of supervision while allowing children to take small risks, supporting their development of large muscles and overall physical confidence.

- The childminder actively teaches children about healthy eating. Children benefit from nutritious and appetising meals. Mealtimes are used as valuable learning opportunities. For example, the childminder encourages children to talk about the variety of fruits and vegetables on offer and their nutritional value. This approach helps children build strong foundations for leading healthy lifestyles.
- The childminder uses seasonal themes and resources, such as books about harvest and vegetables, to develop children's understanding of the seasons and early literacy skills. Children are engaged and enthusiastic in activities. However, the childminder is not always consistent in encouraging children to complete small tasks, such as tidying up, which can help build their self-esteem and sense of achievement.
- The childminder demonstrates strong leadership and organisational skills, ensuring that her home is well-planned and safe. All doors and gates are securely locked and fire exits are clearly displayed. She regularly engages in professional development, enhancing her safeguarding knowledge and communication skills through training. The childminder continually evaluates her practice, gathering feedback from parents and other professionals and reflecting on training opportunities to drive further improvements.
- The childminder uses training effectively to improve outcomes for children. For example, after attending training on supporting children who speak English as an additional language, she enhanced her teaching of communication and language skills, making instructions clearer and more accessible for children who may not yet fully understand English.
- The childminder establishes strong, trusting partnerships with parents. She provides regular updates through reports and an online app. Parents describe her as warm and approachable, highlighting the individual attention she gives to each child. They are grateful for her additional efforts, such as attending relevant training to support children with additional language needs and meeting children outside of usual sessions to help them settle.

## 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 how children are supported to complete small tasks, such as tidying up, to enhance their confidence, independence and self-esteem while maintaining a safe and organised environment.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2730859                                                                           |
| <b>Local authority</b>                             | Warwickshire                                                                      |
| <b>Inspection number</b>                           | 10408099                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 0 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 7                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2023 and lives in Leamington Spa. She operates all year round, from 7.30am to 6pm, Monday, Wednesday, Thursday and Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She offers government-funded childcare hours for eligible children between the ages of nine months and five years.

## Information about this inspection

### Inspector

Anna Makowska

### Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder's setting with the inspector.

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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