

Childminder report

Inspection date:

23 June 2025

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder has not informed Ofsted of a household member turning 16. This is a breach of the requirements. The childminder creates a welcoming, calm environment, where the children feel at home. She understands the children's individual emotional needs. The childminder provides additional reassurance and adapts her way of working to ensure she caters for the needs of children with special educational needs and/or disabilities (SEND).

Children form positive, trusting relationships with the childminder and with each other. The childminder supports them well to play together and recognises when they are not yet ready to share. She acts quickly to avoid conflict and helps children stay focused. For example, when children want the same toy, she provides extra buggies and baby dolls. This allows children to stay calm and continue their play in a positive way.

Children engage in hands-on, real-life learning experiences, such as caring for tadpoles, observing worms and growing strawberries. These activities promote curiosity and help children develop care and respect for living things. The childminder uses books purposefully to extend learning and build on children's interests. For example, she links the story 'Superworm' to their exploration of worms in the garden, deepening their understanding through meaningful connections. The childminder helps children understand stories by reading with expression, repeating key words and pausing to let them join in. Through stories and regular discussions, children grow in confidence, learn new words and become better at talking and listening.

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

- The childminder does not have a good enough knowledge and understanding of which notifications she must report to Ofsted. She is unaware that Ofsted is responsible for checking the suitability of every person aged 16 and over who is living in her home. As a result, she failed to notify when a member of the household turned 16 years of age. This is a breach of the requirements. That said, the childminder does have some suitability checks in place, and the household member does not work directly with the children. Consequently, this somewhat lessens the impact on the children's safety and welfare. However, notifying Ofsted about all household members over the age of 16 remains essential for compliance.
- The childminder shows a secure understanding of the prime areas of learning. She provides a well-organised environment with hands-on experiences that match children's developmental stages and interests. For example, the childminder encourages exploration in the vegetable patch, where children enjoy

digging and getting messy, promoting sensory play and curiosity. The childminder confidently describes what children do and enjoy but does not always clearly link activities to specific learning intentions. As a result, connections between experiences and learning goals are not consistently explained. While children benefit from engaging opportunities, the childminder does not always show how these support progress or curriculum aims.

- The childminder promotes positive behaviour through clear expectations, warm encouragement and consistent routines. She supports children to listen, follow instructions and manage their behaviour confidently. For example, when a child runs ahead during the walk to school, the childminder calmly gains their attention by using their names, reminds them to wait. and praises them for listening well. She encourages respectful peer interactions and models positive language during play. The childminder supports growing independence, encouraging children to put on their shoes and prepare snacks. She scaffolds tasks so children can succeed and persevere, offering help only when needed. The childminder sensitively meets care needs while promoting self-care where appropriate, helping children feel capable and secure in their environment.
- The childminder builds strong relationships with the children by checking on their well-being. She supports healthy and active lifestyles by giving children time to play outside and reminding them to drink water. The childminder uses 'The Very Hungry Caterpillar' story and pictures to teach children about healthy foods. However, she does not explain why some foods are healthier than others. This means children cannot use this information to make healthy choices.
- The childminder is well known locally and shares information with schools to help children transition smoothly. Parents highly recommend her for providing quality care. They receive guidance on healthy eating and the activities children engage in. Parents say their children benefit from the childminder's home-from-home environment and attending local playgroups, which include social activities like sports days and parties. Overall, parents praise the childminder's service.
- The childminder responds thoughtfully to children's needs. She recognises the importance of identifying children with SEND and working with other agencies to support them. This helps children to make the progress they are capable of from their starting points.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve understanding of what changes and information must be notified to Ofsted.	30/07/2025

To further improve the quality of the early years provision, the provider should:

- strengthen knowledge of the curriculum so that activities have a clear learning intention
- develop children's understanding of how healthy food choices can positively impact their bodies and teeth.

Setting details

Unique reference number	EY243484
Local authority	Coventry
Inspection number	10399494
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 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	4 December 2019

Information about this early years setting

The childminder registered in 1995 and lives in Coventry. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for all eligible children.

Information about this inspection

Inspector

Vicki Abraham

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke with the inspector during the inspection.
- Parents shared their views of the 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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