

Childminder report

Inspection date: 9 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

At the childminder's home, children are immersed in play throughout the day, laughing and encouraging one another as they learn. They gain valuable learning from a variety of stimulating activities that broaden their understanding of the world around them. For example, after a recent trip to a butterfly farm, they enjoy exploring the life cycle of butterflies.

The childminder fosters critical thinking by introducing engaging games, such as 'I Spy,' to teach children about colours. She invites them to participate in the game, helping them recognise different cues. Those who are still building their confidence have ample chances to explore colours and practice naming them. Children benefit from meaningful and genuine interactions with the childminder that fosters their language development. The environment is rich in literacy, allowing children to express themselves freely and feel that their opinions truly matter.

The childminder plays a crucial role in teaching children's essential social skills, such as sharing and taking turns, while also respecting their individuality and personal choices. Through her guidance, children learn to be kind to one another and practice patience as they wait for their turns. For example, children take turns fluttering their hands like the wings of a butterfly. This activity not only nurtures creativity but also helps them explore concepts of shapes and measurements in an engaging way.

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

- The curriculum is structured around thematic books and seasonal topics, such as spring, insects and weather, highlighting each month's focus. Learning is seamlessly integrated with storybooks, allowing children to delve into various educational concepts, such as colours, shapes and animals' life cycles. This creates a rich and engaging learning environment. The childminder places a strong focus on getting children ready for school, with continuous assessments to inform what they need to learn next.
- Outdoor activities are intertwined in the learning process, enabling children to connect with nature and develop a deeper appreciation for the natural world. Children visit many places that enhance their learning across all areas of learning. For example, children visit butterfly farms, local parks and museums. This supports children's understanding of their world and their wider community.
- Children are physically active as they jump, stretch, and use their small muscles to manipulate play dough and handle various tools. For example, during indoor activities, children use their handling skills to arrange and build plastic flowers for bees that are as tall as the sunflowers children grew last summer.
- The childminder sets high standards and clear expectations for children's

behaviour, allowing them to flourish within well-organised daily routines. However, occasionally, the childminder does not fully clarify the reasons behind specific rules and boundaries. This does not support children's understanding of how to keep themselves safe.

- The childminder actively uses feedback from parents and her own reflective practice to plan enriching activities for the children that align with their current needs and interests. For example, she organises gardening projects and special trips for families without access to a car, as well as music and gymnastic sessions.
- The childminder regularly asks parents for suggestions on areas where she could improve, ensuring that their input helps enhance her practice. Parents value the home-from-home atmosphere that the childminder creates and express their appreciation for the stimulating learning environment she provides. They recognise how her 'well-organised' adventures contribute to their children's growth and development, making each experience meaningful and enjoyable.
- The childminder regularly participates in training to ensure that her practice provides safe and well-structured care and education. She applies the knowledge gained from this training to enhance her practice and raise the standards of care she offers.

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:

- enhance teaching practice, with a particular focus on teaching children the skills and knowledge necessary to ensure their own safety.

Setting details

Unique reference number	EY248451
Local authority	Coventry
Inspection number	10398393
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	18 October 2019

Information about this early years setting

The childminder registered in 2003. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank and family holidays. The childminder holds an early years qualification at level 3. The childminder provides funded early education for eligible children.

Information about this inspection

Inspector

Anna Makowska

Inspection activities

- The childminder spoke to the inspector about her intentions for children's learning and discussed the children's progress.
- The inspector spoke to children and gathered their views of the setting.
- Parents and carers shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation.
- The childminder carried out a planned activity and evaluated this 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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