

Childminder report

Inspection date: 23 July 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

Children build a strong bond with the childminder, who is caring and nurturing. She encourages them to use good manners and be kind to each other. Children enjoy each other's company. They learn to take turns when they play games together. The childminder checks their understanding by asking, 'Whose turn is it next?'

The childminder develops her curriculum to reflect what children already know and can do. She takes time to understand children and their interests. The childminder places great importance on providing children with a variety of experiences. Within her curriculum, children learn about and understand the wider world. Children visit the library, parks and attend community sessions, which extend their learning beyond the home. For example, they enjoy rhyme time and arts and crafts sessions. This enables children to meet and socialise with a wider circle of friends. Furthermore, the childminder supports children in developing an understanding of the differences and similarities within their community. The childminder teaches children how to help those less fortunate than themselves. For instance, they collect and take food to local food banks. They visit the local charity shop to donate clothes and toys.

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

- The childminder has strong partnerships with other childminders. She regularly meets with them and shares good practice, such as activity ideas. The childminder completes training and uses online resources to support her professional development.
- The childminder supports children's communication and language skills effectively. Children take pleasure in conversations with one another and the childminder. They listen to her instructions when they play games together. For example, they find the correct picture on the alphabet mat after hearing a word. The childminder helps children understand the letter sound that starts a word, this encourages them to hear different words, which they repeat during the activity.
- The childminder promotes a healthy lifestyle. For instance, children enjoy plenty of fresh air and physical exercise. She implements good hygiene routines with children. The childminder recognises the importance of encouraging children to drink water. However, drinking water is not always consistently available throughout the day, such as when they move to a different room to play. This means that children cannot always help themselves to a drink when they need one.
- The childminder supports children to practise their independence skills. For example, at mealtimes, they use suitable cutlery when they eat. They confidently wash their hands before mealtimes and after using the toilet, and dry

them with a paper towel. The childminder encourages children to choose what to play with and tidy up afterwards.

- Parents are complimentary about the service the childminder provides. They describe her 'professionalism and deep care' for their children. She updates them daily on their child's progress and learning. This includes photos of children enjoying various activities and participating in local visits. Parents delight in the community groups children attend. This is because they know that it helps them to become more sociable and interact with other children.
- The childminder introduces mathematics into children's play. They count items together as they play games and recognise and match colours. The childminder shows children how to solve simple number problems when they count, such as 'How many do you have left?'
- Children's physical development is well promoted. This includes walks to the park, woods and to the pond to feed the ducks. Children develop their physical skills when climbing, balancing, swinging and sliding on play equipment at the park.
- The childminder supports children's literacy development. They enjoy exploring a variety of books that are readily available at home and during visits to the library. Children share books with their friends and the childminder. They look at pictures and turn the pages confidently. Children ask for familiar stories, which the childminder sits and reads with them.
- Overall, children have the opportunity to use their imagination. They engage in pretend play, such as dressing up and playing with dolls. However, the childminder overly directs children's creative activities. For example, she provides them with pre-drawn pictures of summer objects and coloured pencils. This limits children's chances to make independent choices and express and develop their own creative ideas.

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:

- ensure that drinking water is available and accessible at all times to support children's independence and healthy habits
- strengthen creative activities to include more opportunities for children to express and explore their ideas.

Setting details

Unique reference number	EY250687
Local authority	Coventry
Inspection number	10394431
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	4 September 2019

Information about this early years setting

The childminder registered in 2003. She lives in Coventry. The childminder operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Clare Walton

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 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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