

# Childminder report

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Inspection date:

31 July 2025

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| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|----------------------------------------------|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

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

### **The provision is outstanding**

Children arrive excitedly and are greeted by the enthusiastic and passionate childminder and assistants. Children eagerly enter the room and immediately engross themselves in the thoroughly well-thought-out, resourceful environment. The childminder knows the children exceptionally well. She supports children in self-regulating their emotions and expressing themselves fully. For example, the childminder uses her knowledge of each child to provide individual care and experiences based on their individual needs. For example, some children have quiet time, while others enjoy spending time outside. This supports their emotional development.

The childminder supports children to learn about what makes them unique. They talk about their sense of self and what makes them different to each other. The childminder skilfully extends this by drawing around children's bodies on paper. Children are encouraged to use a mirror to identify the colour of their own eyes and hair and use resources to replicate this on the paper. Children show pride as they are able to express themselves by decorating their own version of themselves.

Children's behaviour is excellent. The childminder and children talk to each other calmly, and this approach is mirrored within the entire environment. The childminder constantly talks children through what they are doing, and this allows children to understand the routine extremely well. Children take turns with resources and develop sharing skills quickly after they start with the childminder.

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

- Communication between the childminder and children is consistent and meaningful. The childminder and assistants know the children very well and understand the level of each child's development. They use this knowledge extremely well to support the ages and stages of the children. For example, older children engage with the childminder as they talk about where their 'mommy' and 'daddy' are. The childminder talks to the children about their jobs and where their parents are. Children show excitement as they join in with these discussions. This helps to extend children's vocabulary and supports them to learn new words.
- Mathematics is embedded in practice throughout the environment. The childminder intentionally links all areas of learning to mathematics and extends children's understanding. For example, children post letters through a pretend post box. The childminder counts to five as the children post one at a time. Children then have a go at counting independently. Children grow sunflowers in the garden and at home. They compare the height of them to themselves, competing with each other to see who has the tallest.

- The childminder provides children with a wide range of first-hand experiences that support their understanding of the world around them. For example, children visit the local shop, and they create shopping lists themselves before they go. Children are then supported in selecting the correct items in the shop, matching with their shopping list. The childminder skilfully builds on this experience and provides children money that they use to pay for the items themselves.
- Children learn about how to be safe within the local environment. The childminder talks to children about road safety as they use role play resources. The childminder purposefully builds on this learning experience by taking children into the local environment. They use a pedestrian crossing and practise crossing the road safely. They talk about the meaning of the different road signs and how to follow them correctly and safely.
- The childminder and assistants teach children about different cultures and celebrations. Children are encouraged to speak their home language and share key words with other children. The childminder works with the parents to learn about their home environment and builds this into the setting, allowing children to feel a sense of belonging from when they start.
- Parents speak highly of the childminder. Parents share that children make excellent progress during their time in the setting and that the childminder knows their children extremely well. The childminder ensures all children are happy and comfortable and strong relationships are built for parents and children.
- The childminder and assistants continuously keep up to date with training and guidance to ensure their own professional development is current. The childminder and assistants have constant communication about the new information they have learned and how this can be embedded in practice. This means that practice is continually improving to ensure children are receiving the best learning experiences based on up-to-date knowledge and skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY292821                                                                          |
| <b>Local authority</b>                             | Coventry                                                                          |
| <b>Inspection number</b>                           | 10399087                                                                          |
| <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> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 10                                                                                |
| <b>Date of previous inspection</b>                 | 19 November 2019                                                                  |

## Information about this early years setting

The childminder registered in 2004 and lives in Coventry. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder works alongside her husband, who is her assistant. She provides government-funded childcare and holds a qualification at level 3.

## Information about this inspection

### Inspector

Zara Hill

### Inspection activities

- The childminder explained how the curriculum is designed and how assessment systems and teaching support children's learning.
- The inspector observed activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to parents during the inspection and read written feedback.
- The childminder showed the inspector around her home and explained how the environment is made safe and secure.
- The inspector spoke to the childminder's assistant at appropriate times during the inspection.

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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