

Childminder report

Inspection date: 14 August 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 are confident and happy in the childminder's home. They readily ask the childminder for help and reassurance when needed and thoroughly enjoy their time at the childminder's welcoming setting. The childminder knows the children well. She quickly responds to their ideas and interests to extend their learning. The childminder plans an interesting and inviting curriculum, with a particular focus on developing strong self-help strategies and social skills. These skills will support children as they move on to their next stage of education.

Children have well-established friendships with one another and play together happily. They are imaginative and regularly invite the childminder to join in with their play. Children enjoy role play and are eager to share their ideas. They pretend to be the captain of the ship and make their own passports so they can 'go to Spain'. This helps children feel valued and included.

Children behave well and are aware of how their actions affect others. When children become upset, their friends are kind and offer to 'play together'. The childminder provides clear expectations and teaches children to remember and follow safe routines. Children are keen to tidy up toys to make space for different resources. The childminder provides children with plenty of praise and encouragement throughout the day. This supports children to develop their confidence and self-esteem.

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

- The childminder has high expectations for children's behaviour. She is a good role model and provides clear guidance and explanations so children learn what is expected of them. Children show good behaviour and resolve minor disagreements independently as they develop skills in sharing and taking turns. They are kind to one another and have purposeful conversations with their friends while the childminder supports them in respecting each other's preferences.
- Children engage in activities to develop their concentration and hand-eye coordination. They show enthusiasm to learn and practise newly acquired skills. For example, children identify the colour of fish as they skilfully use tongs to move them to matching coloured bowls. They excitedly learn how to spread toothpaste and use a toothbrush as they clean away the germs from model teeth. Children focus intently as they snip the edges of paper and draw their faces to make their own passport. These activities help build small muscles that support emergent writing.
- Children confidently initiate their own play as they freely choose from a wide range of resources and equipment. For example, children show good imagination

and understanding of the world while 'sailing' a large cardboard boat, manipulating magnetic rods to catch fish and pouring sand into trays to create a beach. The childminder provides extra resources to extend children's learning during their play. She introduces new words to increase their vocabulary and asks questions to develop their problem-solving skills.

- Children enthusiastically sing and dance to their favourite songs and eagerly take part in action rhymes with their friends. They enjoy reading books and talking about their favourite characters. However, the continuous use of background music is a distraction and, on occasion, interrupts children's learning.
- The childminder supports children to lead a safe and healthy lifestyle. She encourages them to be physically active and ensures they follow good hygiene routines, such as washing their hands before mealtimes. The childminder promotes children's awareness of safety. They learn to manage risks from a young age. For example, the childminder reminds children to use the path to ride the balance bikes and to slow down as they approach their friends. Younger children build on their love of 'fixing' things as the childminder demonstrates the safe use of scissors, toy drills and small tools.
- Partnerships with parents are well established. The childminder gathers plenty of information from parents when children start at the setting to ensure she has a good understanding of what children need to learn next. She provides regular photos and updates on children's daily experiences, and parents say this helps them feel connected with their child. Parents receive assessment information to support progress checks, and these are shared with other professionals. However, the childminder does not yet work in partnership with other early years providers to support transition. This means that continuity in children's learning is not effectively supported as they move on to a new setting.

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 the learning environment is free from background noise to further enhance children's listening and attentions skills
- initiate partnerships with other settings to ensure a consistent approach to children's learning as they transition to the next stage of education.

Setting details

Unique reference number	EY299214
Local authority	Warwickshire
Inspection number	10399183
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	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 November 2019

Information about this early years setting

The childminder registered in 2004 and lives in Bedworth. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Karen Millerchip

Inspection activities

- 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 inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector took account of parent's written views provided by the childminder.
- The childminder provided the inspector with a sample of key documentation.

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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