

Childminder report

Inspection date: 13 March 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 feel secure and nurtured in this childminder's home-from-home environment. The childminder supports children to become confident in the setting through calm and positive interactions. The childminder builds strong relationships with the children and their families. She offers strategies to parents for use at home to help with areas of development, such as toilet training or sleep routines. Children can focus their attention for periods of time, and they show positivity towards learning experiences the childminder provides. For example, children play with kinetic sand and natural resources but then bring animals from another room to extend the learning.

Children have access to resources and equipment in an enclosed outdoor area with bikes, chalks, large foam building blocks and small-world vehicles with ramps. Children enjoy riding on the balance bikes with guidance from the childminder. The childminder provides a range of bikes for different levels of skill so that children can improve from a balance bike to a bike with pedals. This promotes inclusivity for all children's abilities. The childminder provides all food for the children so that she can teach them about a healthy balanced diet and is knowledgeable about the potential negative impact of processed foods.

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

- There is a fully embedded and sequenced curriculum in place where children's next steps are clearly identified. The childminder carefully plans learning experiences to ensure that all children can make progress towards their next steps. For example, children are enjoying learning about animals, following a visit to the zoo, so the childminder focuses on stories with animals in to prompt further discussion.
- The childminder focuses on developing the children's personal, social and emotional skills. She does this through teaching the rules of the setting and encouraging children to make choices. Children choose which resources they would like to play with using a choice board, which is always accessible to them. The childminder also values children's independence. They learn to put on their own coats and drink from open cups. When children ask for help with a task, the childminder encourages them to have a go first, then helps once they have tried. When they succeed, the childminder celebrates their success.
- The childminder promotes children's communication and language development through reading stories, singing, modelling high-quality interactions and asking open-ended questions to challenge their thinking. As she reads a story to the group, there are props to engage the children so that they can get involved. The childminder assesses children's speech and language abilities and plans interventions if there are any gaps.

- The childminder works with several other childminders in the local area and shares practice ideas with them. They work together to provide additional experiences for the children, such as alpaca walking and feeding. However, more information could be shared with other early years providers about progress and next steps, where children attend another early years setting alongside the childminder, especially in the time running up to their transition to school. Having said this, the childminder does share information with schools receiving her children into reception and provides a written progress summary.
- The childminder adds to children's experiences in the community through visits to the library, parks, local outdoor learning group and places of worship. The childminder also takes the children on the train for bigger days out, recently visiting the zoo and the sea life centre. This ensures that children get exposure to events outside of their local community.
- The childminder understands the importance of children being ready for the next stage of their learning journey. She teaches them the foundations for later learning. For example, children are given opportunities to develop their fine motor skills through moulding play dough, mark making and manipulating sand. The childminder talks to the children about using a pencil grip that is comfortable for them while also modelling the correct pencil grip herself. This contributes to children being ready to write competently and easily in the future.
- The childminder works hard to maintain her partnerships with parents. She sends out regular questionnaires to enable her to take their views into consideration. Parents comment on the great communication, and they are appreciative of the wider opportunities the childminder provides. They comment that nothing is ever too much trouble for her.
- The childminder is reflective on her practice and is always looking to improve. She has recently taken part in a childminder mentor program, where she was able to reflect on her environment with the help from another childminder. She can identify areas for improvement, such as using the space in the living room to provide a cosy nook for the children.

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:

- review how information is shared with other early years providers for children who also attend another setting, especially in the time leading up to when they transition to school.

Setting details

Unique reference number	EY301242
Local authority	Warwickshire
Inspection number	10380692
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 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 June 2019

Information about this early years setting

The childminder registered in 2005 and lives in Rugby, Warwickshire. She operates all year round, from 7.45am to 5pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder offers funded early education for children between nine months and four years.

Information about this inspection

Inspector
Natalie Herbert

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that 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 quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting with the inspector.
- 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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