

Childminder report

Inspection date: 5 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

Children are settled, happy and confident in this cheerful and lively setting. They adore the childminder and flourish on the high expectations she has of them. The childminder provides a safe and nurturing, home-from-home environment for children. She is kind and welcoming, which enables children to settle quickly on arrival.

The childminder focuses her curriculum on developing children's speech and language skills. She models words and sentences at an appropriate level for the ages of the children. She discusses with the children what they are doing, playing with and learning. The children delight in listening to the childminder speak to them and ask them open-ended questions. They listen carefully, smile and confidently answer the questions she asks along with sharing their own thoughts and ideas. As a result, children make good progress in their communication and language.

Children display strong emotional attachments and show their affection for the childminder. They enjoy the childminder's warm and nurturing personality. She is a good role model and engages in activities with the children to encourage them to share and take turns. Children are kind to one another and happy in each other's presence. The childminder is consistent in her behaviour management, which helps children to understand expectations and boundaries.

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

- From the start, the childminder gathers detailed information from parents. She uses this information to plan an engaging and broad curriculum that focuses on the interests of the children in attendance. The childminder continuously shares information with parents about what their children have been learning and the progress they are making.
- The childminder incorporates different areas of learning into her curriculum. For example, children spend time playing with minibeasts that are frozen in ice. She teaches them new words and concepts like 'melting' and 'metamorphosis'. The childminder also helps the older children identify the minibeasts and match them to pictures. Children learn facts like how many legs they have and enjoy counting the legs and finding the number that matches the number of legs. Older children are deeply engaged, benefit from this curriculum and make good progress. However, on occasion, the childminder does not think about how the play resources consistently support babies' developmental stage, concentration and exploration.
- The childminder promotes children's emerging literacy skills. Children enjoy looking at books, making marks and are beginning to learn that print carries

meaning, such as their names.

- The childminder plans regular outings and trips. Children enjoy walks around the local community and trips to the park and the supermarket. This helps children to learn about the wider world and communities that are different to their own. They have regular opportunities to socialise with other adults and children. This helps to support their social development well.
- Partnerships with parents are effective and strong. Parents provide positive feedback about the childminder. They value the advice she gives them to support their children at home. Parents are pleased with the progress their children make. They are kept informed about their children's learning and development. Parents particularly value the daily outings the childminder takes the children on. Parents also report they feel the childminder prepares their children well for school.
- The childminder promotes children's good health and follows good hygiene practices. For example, she provides healthy snacks and ensures children eat nutritious food throughout the day. Children know they must wash their hands before meals. The childminder teaches children about healthy eating and lifestyles through conversations at mealtimes.
- The childminder continuously develops her knowledge. She attends regular training based on her analysis of what she needs to know. The childminder tailors her support to meet the needs of the individual children in her care.
- The childminder provides an inclusive environment, where all children are welcomed and feel valued. She provides a broad range of play resources and learning experiences that help children develop their understanding of different people and cultures.

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:

- provide babies with resources and activities that consistently support their developmental stage, and support their curiosity and explorations even further.

Setting details

Unique reference number	EY388793
Local authority	Coventry
Inspection number	10388260
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 July 2019

Information about this early years setting

The childminder registered in 2009 and lives in Allesley, Coventry. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded places for eligible children.

Information about this inspection

Inspector

Kiri Gill

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The inspector observed the interactions between the childminder and the children.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector took account of parents' views during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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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