

Childminder report

Inspection date:

22 September 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 thrive in this setting, where they feel safe and encouraged to do their best. They know what is expected of them, as the childminder uses gentle reminders and clear language to help them understand boundaries and make good choices. Throughout the day, the childminder ensures that children have plenty of opportunities to practise self-help skills, such as feeding themselves, tidying away toys and managing their own personal care. Younger children are gently guided at their own pace, with the childminder offering reassurance and encouragement. As a result, children become increasingly independent, proud of their achievements and confident in their ability to take responsibility for themselves and their actions.

Children happily spend time developing relationships with their peers, and they delight in playing cooperatively. Younger children particularly enjoy playing with the various balls provided. They develop and practise their gross motor skills as they take turns throwing, catching and chasing the balls. Children experience a sense of great freedom as they explore the ample outdoor play space. They practise their balance and movement skills as they skilfully ride wheeled toys, navigating them around obstacles.

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

- The childminder works in close partnership with her co-minder to develop a curriculum that supports children to make good progress across all seven areas of learning. She gathers information from parents about children when they first start attending and uses this to plan for their education.
- The childminder recognises the importance of professional development. She attends training sessions and workshops to expand her knowledge and understanding of how to support children's individual needs best. For example, she has developed her provision to include teaching young children about online safety following attendance at a safeguarding workshop.
- The childminder nurtures children's love of early reading. She skilfully shares books and stories with children in a way that fully engages them and helps them to extend their concentration and focus. Children enthusiastically join in with familiar phrases as they listen to a story in a small group. The childminder ensures that all children, including babies, can be involved in the story.
- Children make good progress in their physical development. The childminder ensures that they are involved in long periods of active play while outdoors. Children develop strength in their large muscles as they climb, slide, ride and bounce. High levels of encouragement from the childminder help children develop high levels of confidence in their own physical abilities, enabling them to take appropriate risks in their play.
- The childminder ensures that children hear the correct pronunciation of words as

they play, which helps to develop their speech sounds. The childminder introduces new words, which help to extend children's vocabulary. However, during interactions with children, the childminder does not consistently allow sufficient time for children to respond to her comments and questions. This does not fully support them to practise their thinking and speaking skills.

- During the morning, children sometimes spend prolonged periods of time sitting at the table while engaged in activities chosen by the childminders. This does not fully support children in extending their own ideas. For example, when they show interest in folding up the paper they have used for mark making, the childminder flattens it out again.
- Even the youngest children develop their awareness of the importance of hygiene routines. The childminder teaches children excellent hand-washing techniques, and they understand exactly where this fits into their daily routine. The childminder teaches children about sustainability as she reminds them to place their used tissues into the green recycling bin.
- Children behave well. The childminder consistently supports children to understand her clear expectations of them. For example, she gently reminds children how to cooperate by encouraging them to use practical strategies, such as timers, to help manage their own turn taking. The childminder praises children when they make positive behaviour choices.
- Parents share their appreciation of the nurturing care that the childminder provides. They comment positively on how happy and settled children feel in the childminder's care. They appreciate the flexibility that the childminder offers and how well children settle into the provision.

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:

- strengthen interactions by consistently allowing time for children to respond to comments and questions to extend their thinking and speaking skills further
- review the routine of the first part of the day to ensure that children have sufficient opportunity to make choices and extend their ideas through active play.

Setting details

Unique reference number	EY392463
Local authority	Warwickshire
Inspection number	10407707
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	16 January 2020

Information about this early years setting

The childminder registered in 2009. She works with another registered childminder and operates from her co-childminder's home. The childminder provides care all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. She holds an appropriate qualification at level 2. The setting provides funded places for children between the ages of nine months and four years.

Information about this inspection

Inspector

Lisa Gadsby

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 childminder spoke to the inspector about the children's learning and development with a particular focus on communication and language.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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