

Childminder report

Inspection date: 2 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

The childminder provides a warm, caring and nurturing environment where children feel safe and secure. Children develop strong, trusting relationships with the childminder and seek reassurance when needed. This enables them to feel confident and secure to explore their environment and engage in play with enthusiasm. The childminder gathers detailed information about children's interests and development. She uses this to tailor learning experiences and build on children's knowledge and understanding. Children benefit from a wide range of meaningful experiences in the community, such as visiting playgroups and the library or learning about the canal boats along the canal. These experiences help to broaden children's understanding of the world and contribute to developing their social skills and confidence in different environments.

The childminder has high expectations for children's behaviours. She prioritises children's safety, both at home and during outings. The childminder teaches children how to manage risks. For example, she teaches them how to use utensils safely while preparing snacks and to learn how to cross the road carefully. Children respond positively to the childminder's clear boundaries and consistent expectations. The childminder fosters children's independence well. She encourages them to have a go and persevere with tasks such as opening their own beaker lid. The childminder provides an abundance of praise, which motivates and boosts children's self-esteem and helps them take pride in their achievements. As a result, children behave well and develop confidence in their abilities, preparing them for the next stage in their learning.

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

- The childminder attends training to strengthen her professional development and knowledge. She works in close partnership with parents and other professionals to identify and address any gaps in children's developmental needs. The childminder implements timely support to ensure that all children make progress from their individual starting points. This promotes positive learning outcomes for children's development.
- The childminder establishes good daily routines, and children follow these well. During personal care routines, the childminder uses a kind and gentle approach as she encourages children to do things for themselves. For example, children wash their hands after playing in the garden, before mealtimes or after a nappy change. This promotes their understanding of how to keep themselves healthy and supports the development of important self-care routines.
- Children develop a good understanding of healthy lifestyles. They enjoy regular physical activity, such as riding tricycles or climbing low equipment in the park, promoting their physical development. The childminder and children visit the

local market to learn where food comes from and choose fruits and vegetables for their snacks. The childminder talks to children about healthy eating choices, supporting their overall health, well-being and knowledge of nutritious food effectively.

- Children join in with activities on offer, and the childminder provides a running commentary to explain what is on offer to them, which helps them hear and learn new words. At times, children respond with single words, such as naming an animal or toy. The childminder asks questions to check what children already know. However, at times, she does not always allow enough time for children to process and respond before answering for them. As a result, some opportunities for children to practise and extend their language and communication skills are sometimes missed.
- Partnership with parents is strong. The childminder shares detailed information to promote learning at home. For example, she shares simple and clear strategies to help parents with managing children's behaviours at home. This helps to promote a well-rounded approach to supporting children's behaviours. Parents comment highly on the care the childminder provides and how she promotes fun and engaging activities to support their children's learning.
- The childminder creates an inclusive culture where all children and their families feel valued for their individuality. She celebrates children's cultural backgrounds and actively promotes equality through experiences in her home and the wider community. She teaches children to respect and value differences. For example, children listen to music from different cultures and explore a variety of instruments to hear how differently they can sound. The childminder talks to children about similarities and differences compared to what they might have at home. This supports children's personal, social and emotional development and provides them with a sense of belonging.

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:

- enhance interactions with children by giving them sufficient time to listen, process and reply to promote language development even further.

Setting details

Unique reference number	EY430563
Local authority	Coventry
Inspection number	10415696
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	13 June 2023

Information about this early years setting

The childminder registered in 2011 and lives in Coventry. The childminder cares for children all year round, Monday to Friday, from 7.30am to 5.30pm. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- The inspector observed the safety and suitability of the childminder's home and garden.
- The childminder discussed how she organises the early years provision and implements her curriculum.
- The inspector observed the quality of education as children took part in indoor and outdoor activities and assessed the impact on children's learning.
- The inspector observed an activity and discussed the impact of learning for children with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector reviewed some written feedback from parents and took account of their views.

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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