

Childminder report

Inspection date: 27 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 have great fun in this friendly learning environment. The childminder welcomes them warmly and ensures they have access to resources and equipment that develop their imagination. Children develop their fine motor skills as they manipulate construction materials. They share ideas with their peers and work cooperatively to build creative models. The childminder ensures that children have the opportunity to make choices in their play, which helps to develop their confidence. Children are settled and comfortable in this setting, which has a positive impact on their engagement in learning.

The childminder is keen for children to spend a lot of time outdoors playing and exploring. Together, they spend time visiting many outdoor play spaces in the local and broader community. This offers children the opportunity to learn about the world around them and explore the natural environment. The childminder helps children learn how they can keep themselves safe. She talks to them about how to use the outdoor play equipment so that they can challenge themselves. Children behave well. They respond promptly when the childminder reminds them of her expectations. For example, older children respond positively when the childminder talks to them about including everyone in their play. The childminder has clear expectations of children that she communicates clearly. This helps children to understand the boundaries.

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

- The childminder has developed a curriculum tailored to meet the individual needs of each child. Her plans for children's learning address their needs and ensure each child makes good progress. The childminder recognises when children need extra support. She works in partnership with parents to ensure that children receive appropriate interventions to help them reach their full potential.
- The childminder is committed to professional development. She attends regular training sessions and webinars, implementing the newly acquired knowledge to develop her provision further. For example, the childminder has recently attended training about nutritional guidance for young children.
- The childminder serves as a strong role model for children's communication and language development. She routinely introduces vocabulary to children and ensures they understand new words. The childminder takes a lead from children's conversations and ensures they have the time and space to share their thoughts and ideas. For example, the childminder skilfully supports children in reflecting on and recalling experiences from their trips to the seaside. As a result of her support and encouragement, children develop as confident communicators.

- Children learn how to manage their own self-care, and the childminder ensures that hygiene routines are firmly embedded. Children are keen to wash their hands before mealtimes and after outdoor play. The childminder provides appropriate equipment, such as steps, to help increase children's independence. She uses these opportunities to promote children's understanding of the importance of personal hygiene. For example, even the youngest children engage in thorough handwashing techniques.
- Children develop as resilient learners. The childminder patiently supports them in keeping trying with tricky tasks, such as putting on new shoes. She carefully instructs children and praises their efforts, which encourages them to persevere. Children are delighted when they are successful. This helps build their confidence and self-esteem.
- Children explore their creativity as they access a range of mark-making materials. For example, they use their recent experience of holidays to inspire their artwork. Children engage in and focus on drawing for prolonged periods, using felt-tip pens and crayons. They are enthusiastic and enjoy showing their pictures to the childminder, who praises their skills and ideas.
- Overall, the childminder supports children's understanding of mathematical concepts. For example, she points out different shapes and uses terms such as 'heavy' as children hold their models. However, the childminder does not routinely encourage children to count with a purpose throughout the day. This limits children's opportunities to extend their knowledge and understanding of numbers.
- The childminder creates strong bonds with parents and carers. They comment that the childminder is 'welcoming' and 'calming'. The childminder shares photos with parents of what their children have been doing while with her throughout the day. Parents comment that they feel highly involved with their children's learning.

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 opportunities for children to count with a purpose through play experiences and daily routines, to further extend their understanding of numbers.

Setting details

Unique reference number	EY444735
Local authority	Warwickshire
Inspection number	10398917
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 November 2019

Information about this early years setting

The childminder registered in 2012 and lives in Bidford-on-Avon, Warwickshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded places for children aged from nine months to four years.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures 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 early years foundation stage curriculum.
- The childminder spoke to the inspector about how she supports children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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