

Childminder report

Inspection date: 29 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 are happy and settled in the care of the experienced childminder, who creates a warm and homely environment. They benefit from a good balance of adult-led and child-initiated play. This helps children to develop independence and confidence. The childminder regularly rotates toys and resources to help children remain curious and eager to explore. Children demonstrate that they feel safe and secure. They engage confidently with visitors and speak openly about their interests and experiences.

The childminder plans a broad curriculum that prepares children well for future learning. They develop a love of stories and confidently recall familiar tales. Children turn pages of books with care and retell stories from memory using illustrations as prompts. They display good language skills and excitedly join in with repeated phrases. The childminder supports children's imagination and problem-solving skills well. For example, she provides boxes for them to build their own houses. Children take turns to construct their creations. The childminder introduces words such as 'strong' to describe the houses that remain standing. Children display positive attitudes to learning. They concentrate well, take turns and cooperate during activities. Children are respectful and take responsibility for tidying away resources when they have finished playing. They make meaningful connections as they carefully place items into a bag, describing the task as fitting the pieces together like a puzzle.

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

- The childminder knows children well and regularly assesses their learning to monitor their progress. She ensures that children's planned next steps are clear and shares them with parents to help children continue learning at home. However, she does not always incorporate these next steps into everyday routines and activities, which limits opportunities for children to make even better progress in their learning and development.
- The childminder is well organised and plans adult-led activities to support children's development across all areas of learning. For example, she offers a range of materials for children to create cut-and-stick houses after learning about 'The Three Little Pigs'. She encourages them to make independent choices about materials. Children enthusiastically stick paper and straw to their houses. However, they do not have enough opportunities to develop their own creativity and critical thinking skills because the childminder pre-cuts and prepares the resources for children.
- The childminder supports children's health and well-being effectively. Children wash their hands independently with soap and water after messy play. The childminder ensures children's privacy during nappy changes. She recently

introduced a shield around the changing mat and potty to ensure children are not visible to their peers.

- The childminder has strong relationships with parents. She talks with them at drop-off and pick-up times to keep them informed about children's learning. The childminder completes daily diaries to share details of children's play, care routines and meals. She uses emails to communicate with parents, providing updates and guidance, for example on safe food choices to ensure children's lunch boxes meet new requirements. Parents' feedback is very positive. They describe the childminder as 'kind, compassionate and caring' and a 'well-respected member of the community'.
- The childminder is highly reflective and committed to keeping up with changes in legislation and improving her service to provide the best experiences for children. She maintains professional relationships with a local network of childminders, meeting regularly to complete training, reflect on legislative changes and share best practice ideas. The childminder seeks parents' and children's views through regular questionnaires to inform ongoing improvements.
- The childminder takes children on a range of outings to develop their understanding of the world and how to stay safe. She encourages children to reflect on and recall what they have learned, building on their knowledge. For example, children talk about chickens as they use an egg box in their creative play. The childminder skilfully extends their learning, asking the children to remember visiting the cows on the farm. Children eagerly recall how milk is taken from cows through pipes, bottled and stored in the fridge to keep it fresh.
- The childminder works effectively with other settings that children attend and will move on to. She regularly takes children to events at the local school, helping them to become familiar with the school community and environment. She shares information by telephone with other providers about children's interests and next steps in learning. This ensures a consistent and complementary approach that supports children's progress.

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:

- incorporate children's planned next steps consistently into daily routines and activities to fully enhance their learning and development
- provide children with even more opportunities to select and use resources in their own way to further develop their creativity and critical thinking skills.

Setting details

Unique reference number	204788
Local authority	Worcestershire
Inspection number	10394695
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 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	20 September 2019

Information about this early years setting

The childminder registered in 1997 and lives in Kidderminster. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers government funded early education for children.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided 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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