

Childminder report

Inspection date: 3 July 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 welcomes parents and children warmly into her outdoor provision. She builds strong, supportive relationships with parents, who share key information about their children. This enables the childminder to understand and support children's individual needs throughout the session and adapt her provision accordingly. Children happily separate from their parents and confidently explore the childminder's garden and outdoor all-weather classroom. This shows they feel safe and secure. The childminder sensitively reminds children of her boundaries and behavioural expectations, which children listen to and respond positively to with encouragement.

The childminder's curriculum builds on children's experiences. She provides time for children to explore and develop their own interests. Children make independent choices from a wide range of resources the childminder makes accessible. They practise their physical skills as they ride tricycles, climb apparatus and confidently use the slides. The childminder plays alongside children and helps them to develop their imagination as they explore role-play resources. Children enjoy joining in with pretend tea parties, giggling as they explore a variety of pretend food.

The childminder provides opportunities for children to explore their wider community and learn about the world they live in. She takes children on walks to observe wildlife. Children enjoy weekly visits to a local care home, where they share craft activities, stories and games with the residents. Furthermore, the childminder takes children to toddler groups and National Trust gardens and playgrounds, where they meet up with a network of other childminders. This helps to develop children's social skills and provides further challenge for their physical development.

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

- The childminder supports children with special educational needs and/or disabilities (SEND) well. She works in partnership with support services across Worcestershire and Warwickshire to meet children's needs. She completes assessments that promptly identify delays in children's development, and she works with parents to make referrals for specialist support. This ensures children receive the support they need at the earliest opportunity and helps prepare them for the next stage of their education. Parents of children with SEND talk positively about the support the childminder has provided to help their children receive a diagnosis.
- The childminder uses sign language to support children's communication. She teaches children the names of body parts as they create potato characters together. Non-verbal children giggle happily and vocalise as they play. The

childminder echoes the sounds they make. However, she does not always clearly model the words children need to express their wishes throughout the session.

- The childminder safely manages children's complex dietary needs. Her outdoor provision reduces the risk of airborne food allergens. She ensures children's meals are prepared, stored and consumed safely to prevent cross-contamination. She pays close attention to packaging materials that may also contain allergens. On outings outside of her home, the childminder ensures safe procedures are followed at other settings to minimise potential risks to children. Parents of children with allergies state that the childminder works extensively with them to diagnose active triggers.
- The childminder provides parents with advice and guidance to support children to become toilet trained. She encourages children to help with dressing and promotes safe hygiene measures. However, her outdoor toileting facilities do not always provide children with privacy and promote all children's independence when managing their self-care skills.
- Parents say they are grateful for the care the childminder provides for their children's unique needs. They appreciate the childminder's homely environment and describe her as being like an additional grandparent to their children. Parents state that children enjoy a large proportion of their day exploring educational activities and learning life lessons in nature. This includes gardening and craft activities. They state that their children come home with positive stories about games they play with the childminder. Parents say the childminder keeps them fully informed of their children's progress and next steps planned for their development.
- The childminder completes additional training to update her knowledge and skills. She proactively seeks specific training to help improve outcomes for children who attend her provision. This includes sign language and autism awareness training.

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:

- further support children's communication and language skills, modelling words to help children to vocalise their needs as they play
- review how the arrangements for children's toileting can be improved in the outdoor provision, to ensure privacy and promote all children's independent self-care skills.

Setting details

Unique reference number	204896
Local authority	Worcestershire
Inspection number	10399300
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 November 2019

Information about this early years setting

The childminder registered in 1988 and lives in Redditch. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She offers funded early education for all eligible children in her outdoor provision. The childminder sometimes works with assistants.

Information about this inspection

Inspector
Sharon Wilcox

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The childminder spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided outdoors, and assessed the impact that this was having on 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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