

Childminder report

Inspection date: 24 June 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 draws on children's interests to plan activities. For example, after visiting the lake, she sets up experiments that help children to further explore 'floating' and 'sinking'. She makes her own resources to spark children's curiosity and support learning through play. Parents and carers highly praise her creativity and responsiveness to their children's interests.

The childminder encourages independence by helping children to manage daily routines such as toileting and dressing. She ensures resources are accessible, and children know exactly where to find what they need, enabling them to make independent choices about their play. Children become deeply engaged in their learning, freely transporting resources such as sand and water into different areas. The childminder ensures children's play comes to a natural end before inviting them to join planned activities, demonstrating how she values child-led learning.

The childminder prioritises children's emotional well-being. For example, when they become upset, she comes down to their level and asks if they are okay. She gives them time and space to express their feelings, helping them to feel safe and secure. Later, she checks in on them again to ensure their happiness. Children form strong bonds with her, call her 'Nanny' and confidently ask for her help when needed. This demonstrates the trust and attachment they have built.

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

- The childminder provides children with hands-on experiences to deepen their understanding of the world. For example, they visit local shops where they observe everyday activities, and they grow their own food at the allotment. Children enjoy eating peas from the pod and use magnifying glasses to observe live caterpillars. This helps children to explore life cycles in a meaningful way.
- The childminder keeps parents informed about their children's learning through regular discussions. Parents describe her communication as 'clear' and 'responsive'. They appreciate the variety of outings children go on, noting that their children are always happy to attend.
- The childminder supports children's learning by modelling how to use resources. For example, when using a magnifying glass, she suggests techniques such as closing one eye, helping children to focus more clearly. During a game of catch, she teaches them to follow the ball with their eyes, helping them to catch it. This boosts children's confidence in their abilities.
- Children make excellent progress in their physical skills. For example, they learn to cut with scissors and use a screwdriver to unscrew parts of a toy train. They confidently climb to the top of the climbing frame, proudly exclaiming, 'I am the king of the castle.' The childminder initiates games, such as rolling balls down

the slide, which build on children's gross motor and coordination skills.

- The childminder promotes children's communication development through stories, rhyme time at the library and regular conversations. However, she does not yet fully use questioning to extend children's thinking or consistently encourage them to reflect on their own questions. This limits their opportunities to recall prior knowledge.
- The childminder prioritises children's health by carefully managing allergies and medical requirements. She checks that ingredients are safe for children to eat. The childminder encourages children to try new foods and gives them full control over how much they want. For example, children independently use a spoon to sprinkle their desired amount of cheese onto a pasta dish.
- The childminder introduces various mathematical concepts as children play. For example, she uses size language by explaining that the caterpillars are getting 'bigger'. However, she does not consistently include numbers and counting in everyday routines and activities. This limits opportunities to strengthen children's understanding of number sequencing.
- The childminder knows children's individual personalities and needs well, identifying areas where they may need extra support. She plans activities to help them to make progress and uses feedback from the two-year progress check to support children in reaching key developmental milestones.
- The childminder actively encourages children to take turns and share resources. However, she does not always prompt them to use 'please' and 'thank you'. This limits their opportunities to learn these important social skills.
- The childminder develops her skills and knowledge through ongoing training, reading and watching videos about outdoor learning. This inspires fresh ideas and plans to enhance her garden, providing children with even more opportunities to plant, grow and explore nature.

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:

- provide children with more opportunities to develop their critical thinking skills and extend their learning to the highest level
- make better use of everyday activities and routines to strengthen children's understanding of numbers and counting
- promote the consistent use of good manners to further reinforce children's positive behaviour.

Setting details

Unique reference number	209381
Local authority	Staffordshire
Inspection number	10392251
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	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 August 2019

Information about this early years setting

The childminder registered in 1998 and lives in Leek, Staffordshire. She operates all year round from 8am to 6pm, Monday to Wednesday, except for bank holidays. The childminder is a qualified teacher. She provides funded early education for any eligible children attending.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector observed interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The views of parents and children were considered by the inspector.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.

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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