

Childminder report

Inspection date: 26 February 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 offers children experiences that extend beyond their everyday environment, using available funding to cover costs for parents and carers. For example, outings include visits to the local church, play centres and libraries, which help children to develop important skills, such as how to behave in society. Parents praise the childminder for her excellent support in shaping children's behaviour. They say, 'The children are Cheryl-trained.' They follow her routines and expectations 'down to a T'.

Children are developing self-awareness. For instance, they praise themselves when they share with others and celebrate when they roll their sleeves up independently. While filling pots with soil, they recognise that they do not have enough and explain that they need more. This shows that children understand their needs and can express them confidently. Children learn how flowers grow by planting their own from bulbs. They take care of their flowers, watching them grow over time. This helps children to develop a sense of responsibility and care.

Children confidently explore their surroundings, freely accessing the resources available. For example, they eagerly choose the rocking horses, climbing onto them with excitement. As they rock back and forth, they sing 'Horsey, horsey, don't you stop' and their faces light up with big smiles. This shows children are happy and feel secure in their play environment.

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

- The childminder and her assistants create a supportive environment that fosters children's communication and language skills. For instance, they allow ample time for children to speak, actively listen to them and encourage conversation. These efforts contribute to children's good progress in this area.
- Children develop literacy skills through a range of activities. For example, they create their own versions of stories using the illustrations in the book to shape their ideas. They practise early writing skills by making marks with chalk and crayons. Older children are supported to write the first letter of their name, and jigsaw puzzles help to enhance their understanding of letters and sounds.
- Children are developing their independence. For example, the childminder teaches them to wipe their own nose using the 'pinch and blow' method and to 'catch their cough'. However, she does not always encourage children to dispose of their used tissues properly or wash their hands after wiping their noses. This limits opportunities for children to learn good hygiene practices.
- Children are introduced to mathematical concepts through a range of activities and language. For example, they are introduced to terms such as 'even' and 'half full' while filling their plant pots. Children are encouraged to count aloud and are

guided to think about what number comes next. This supports children's understanding of number sequencing.

- The experienced and knowledgeable childminder has a deep understanding of how children learn and develop, which allows her to support and guide any assistants she works with effectively. This helps them to upskill and encourages even higher levels of achievement in children.
- Young children are supported in developing their mobility. For example, the childminder places objects out of reach to encourage them to pull themselves up to stand, which helps build their balance and core strength. This enables them to join in with their older peers' play.
- By closely observing children, the childminder can support their specific needs. For example, she encourages young children to eat more slowly to reduce the risk of choking and provides parents with practical advice to support their children's learning and well-being. If there are any concerns regarding a child's development or health, the childminder advises parents to consult external professionals. This ensures concerns are addressed promptly and appropriately.
- The childminder knows the children and their families well. However, she does not fully incorporate this knowledge into her curriculum planning, for example by exploring children's cultural backgrounds and heritage or using key information from previous settings to help children to settle more effectively.
- Parents say that the childminder comes highly recommended and excels at supporting children in reaching their developmental milestones, including potty training, using cutlery and weaning them off the dummy. They appreciate how she consistently keeps them informed about their children's progress and the milestones they should be achieving.
- The childminder works closely with the local authority to stay up to date with current good practices. She collaborates with another childminder to review and discuss policies and procedures. This ensures that her practice remains effective, inclusive and aligned with the latest standards.

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 hygiene practices to ensure that children consistently wash their hands and dispose of tissues properly after blowing their noses
- use what you know about children to plan a more personalised curriculum.

Setting details

Unique reference number	209545
Local authority	Staffordshire
Inspection number	10376053
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	12
Number of children on roll	15
Date of previous inspection	15 May 2019

Information about this early years setting

The childminder registered in 1994 and lives in Brewood, Stafford. She operates all year round, except for bank holidays and family holidays. The setting is open from 7.30am to 5.30pm on Monday to Thursday and from 7.30am to 5pm on Friday. The childminder provides funded early education for any eligible children attending. She works with assistants.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder, her assistants and the inspector discussed how the curriculum had been implemented and the impact that this had on the children's learning.
- The inspector carried out a joint observation with the childminder of the assistants' practice.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.
- The inspector held discussions with the parents and children during the inspection.

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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