

Childminder report

Inspection date:

8 September 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 in the childminder's safe, nurturing and engaging environment. They feel secure and valued because the childminder forms strong, trusting relationships with them and their families. She warmly welcomes children, offering comfort and cuddles that support their emotional well-being. The childminder plans a thoughtful and well-sequenced play-based curriculum that builds on each child's interests and next steps in learning. For example, when children show an interest in animals, she sets up a farmyard play that engages them in imaginative play. She encourages them to count the animals, introducing early mathematical skills in a meaningful context. She also uses real-life learning opportunities to enrich children's development. For example, children participate in cooking activities, using fresh produce from her husband's allotment to make and eat tomato soup. This helps children learn where food comes from and how it grows. She extends their mathematical knowledge as they measure, count and weigh the ingredients needed. All children make good progress in all areas of learning.

The childminder teaches children about rules and boundaries in ways they understand. She encourages them to share, take turns and solve minor disagreements independently. She models positive behaviour and explains why certain actions are not appropriate. The childminder also helps children build responsibility and empathy as they help care for her pet guinea pigs. As a result, children behave well and treat others with kindness and respect.

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

- Children enjoy a wide range of experiences beyond the childminder's home that broaden their learning and understanding of the world. They visit the library to choose books for home reading. They go to the local park and develop physical skills through running and playing with bats and balls. The childminder regularly meets with other childminders and their children, providing her with professional support and giving children valuable opportunities to socialise outside their usual peer group, which strengthens their social skills and confidence.
- The childminder promotes children's communication and language development by regularly talking with them about their activities and day. She supports younger children in using correct pronunciation and models clear speech. During singing time, she engages children using a variety of props and vocal expressions, which helps further develop their language skills. Children respond enthusiastically and participate well. However, the childminder does not consistently give children enough time to think and respond to questions, which reduces their opportunity to practise and build on their speaking skills.
- Children engage well in a range of activities that challenge their thinking and supports them to develop a 'can-do' attitude to learning. For example, the

childminder provides sensory resources to strengthen hand-eye coordination and fine motor skills. Children carefully negotiate how to remove the rings from around a cloth to discover hidden objects inside. When younger children find this challenging, she offers gentle encouragement and allows them time to persevere. This builds their confidence and helps them develop a positive attitude to learning.

- Parents appreciate the care the childminder provides and recognise that she maintains a safe and secure environment where children can learn and thrive. They value the engaging setting and its positive impact on their children's development. The childminder communicates effectively with parents through daily verbal updates and an online system, keeping parents well-informed about their child's day. She shares home learning ideas to encourage parental involvement. However, the childminder does not consistently provide opportunities for parents to support children's learning at home.
- The childminder prioritises children's physical and emotional well-being. She ensures they benefit from daily fresh air and exercise, promoting healthy lifestyles. Children enjoy nutritious meals, such as soup and sandwiches for lunch and rice cakes with water for afternoon tea. During snack times, she follows safer eating guidance. For example, children sit safely and fruit is cut into manageable pieces.
- The childminder demonstrates a strong commitment to ongoing professional development. She has completed recent training on safeguarding and paediatric first aid. She regularly attends local authority network meetings online and engages in reflective discussions with other childminders.
- The childminder actively promotes children's independence and prepares them for school or nursery. She encourages them to put on their shoes and coats, wash their hands and develop early writing skills through mark-making and pencil control. She reads appropriate books and holds thoughtful discussions to help them understand what to expect during the transition.

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 the promotion of children's thinking and communication skills so they can develop confidence in expressing their ideas
- build further on partnerships with parents to better support them to continue children's learning at home.

Setting details

Unique reference number	209691
Local authority	Staffordshire
Inspection number	10408060
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	0 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 January 2020

Information about this early years setting

The childminder registered in 1996 and lives in Stone, Staffordshire. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers early education funding for all eligible children in her care.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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