

Childminder report

Inspection date: 20 March 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder offers a welcoming and organised environment, where children are happy and settled in her care. Children happily greet new visitors, proudly showing them their toys and inviting them into their play. Children feel secure and benefit from being looked after by the nurturing and responsive childminder. If children become a little unsettled they approach the childminder for cuddles, which she readily gives, meeting their emotional needs. The childminder knows the children well. She is aware of their care needs. When they want to rest, she provides blankets and a quiet space for them to lie down. The childminder is calm and reassuring. She speaks respectfully and gently to the children as she explains the routine and her expectations, for example very young children help to tidy resources before they sit for snack time.

Overall, children make good progress towards their developmental milestones. This is because the childminder plans a curriculum that is based on children's interests, what they already know and what they need to learn next. She provides a balance of opportunities for children to enjoy adult-directed activities, as well as moments where they lead their own play. Regular planned outings enhance children's social experiences and broadens their learning further. For instance, frequent visits to soft play ensures the children are developing their gross motor skills when they climb, jump and balance.

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

- Children are becoming confident talkers. The childminder observes what children do and talks to them about it. She follows their interests and naturally introduces new words that support children's understanding and helps them to build a wide vocabulary. The childminder repeats and models words, using the correct pronunciation. For example, when children explore feathers she introduces fluffy, yellow and light.
- Children enjoy songs and nursery rhymes, and eagerly copy actions. Younger children develop their listening skills as they excitedly join in with familiar songs with the childminder.
- The childminder gathers information from parents about their children's abilities when they first start, and uses her own ongoing assessments to check children's progress. She builds her curriculum around what she wants children to learn next. However, the childminder does not consistently set precise next steps in learning to fully support children's next stage of development and help them to make the best possible progress.
- Children have opportunities to count and develop their understanding of early mathematical concepts. They practise counting and making patterns as they play, contributing to their critical thinking and problem-solving skills.

- The childminder has a clear vision for her curriculum. She plans fun and exciting activities that help children learn skills and gain knowledge for future success. However, on occasion, she does not plan activities that challenge children of all ages. Consequently, some children miss out on developing their knowledge and progress is limited.
- The childminder recognises the importance of teaching children different ways to follow a healthy lifestyle. She models good hygiene practices, and children learn the importance of washing their hands before they eat. The childminder provides nutritious snacks and ensures that children drink water throughout the day.
- The childminder is clear, fair and consistent in her approach to promoting positive and cooperative behaviour. Children understand expectations, they respond well and their behaviour is good. They tidy away their toys, care for each other and look after their environment with pride. Children are praised for their helpful efforts and achievements, contributing to their good sense of self-worth.
- The childminder is aware of the importance of maintaining her professional development and updates her knowledge and skills through training opportunities. She works closely with a local childminder network. The childminder shares practice and is reflective. She makes changes to her practice if appropriate, to improve positive outcomes for children attending.
- Parents comment positively about the care their children receive. They value the kindness and patience that the childminder shows. Parents are grateful for the two-way communication to meet their children's personal needs, such as toilet training. In addition, they comment on how the variety of outings their children experience has enhanced their child's speech, social skills and confidence.
- Children enjoy a range of activities that help them develop their knowledge of the world around them. They go on regular outings to parks, playgroups, soft play and care homes, where they relish being sociable and physically active.

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:

- implement more precise next steps in learning for children to support them in the next stage of their development
- refine the planning of activities so that they are more precisely tailored to support and challenge all children's learning.

Setting details

Unique reference number	210287
Local authority	Staffordshire
Inspection number	10376181
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	3
Number of children on roll	9
Date of previous inspection	21 May 2019

Information about this early years setting

The childminder registered in 1994 and lives in Wolstanton, Staffordshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides government funded early education for eligible children.

Information about this inspection

Inspector

Alexandra Beardmore

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and 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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