

Childminder report

Inspection date: 10 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 creates a calm, caring and homely environment, where children feel settled and happy. She builds strong, trusting relationships with each child by getting to know them well and responding warmly to their individual needs. Children are given reassurance and cuddles when needed, helping them feel valued and emotionally secure. The childminder supports positive behaviour with gentle reminders and praise. As a result, children know what is expected of them.

The childminder helps children develop an awareness of the world around them. She takes them on regular outings that enrich their learning and offer meaningful real-life experiences. These include walks along the local canal, visits to the marina and trips to the library. During their walks, children enjoy watching the canal boats and spotting wildlife. They often see the same duck, which they affectionately name 'Nell duck', making it a familiar and special part of their outings.

To promote awareness of diversity, the childminder introduces children to different cultures, traditions and ways of life. For example, children celebrate cultural events, such as Chinese New Year and Diwali, through themed activities, crafts and conversations. As a result, children learn the importance of respecting and celebrating what makes everyone unique.

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

- The childminder offers a broad curriculum that helps all children make good progress. She provides a balance of focused activities and child-initiated play. However, the childminder does not always take children's next steps into account when planning activities. As a result, some activities lack the level of challenge needed to fully support their age and stage of development.
- The childminder builds strong relationships with parents. She asks parents about their child's abilities and interests. She uses this information, along with her own observations, to gain an understanding of each child's stage of development. Parents receive regular updates through messages and photos, keeping them informed and involved in their child's learning. Parents' written feedback describes the childminder as nurturing, and she feels like an extension of their family.
- The childminder is dedicated and takes pride in providing a high standard of care and learning for the children in her setting. However, she does not always recognise where professional development opportunities could help her build on her knowledge and further strengthen the quality of her teaching.
- The childminder supports children's communication and language through everyday conversations, stories and play. She talks with children throughout the day, asking open-ended questions and giving them time to think and respond.

She repeats and models language to help build their vocabulary and understanding. Children enjoy snuggling up with the childminder to read books together. She reads with warmth and expression, encouraging children to talk about the pictures and what might happen next. As a result, children develop a love of books and early literacy skills.

- The childminder naturally incorporates counting into children's play. For example, as children follow their interests and play with toy vehicles, she asks them to count how many cars they have. During outings, the childminder encourages children to notice numbers and words in print, such as on signs and doors, helping to develop their number recognition and early awareness of print in the environment.
- The childminder promotes a healthy, active lifestyle through everyday routines and experiences. She encourages children to stay hydrated and offers healthy snacks. Good hygiene is also supported, with gentle reminders to wash hands before eating and after using the toilet.
- Children enjoy daily outdoor play. They enjoy regular visits to the local park, where they can run, climb and balance, which helps to build coordination and strength. The childminder also plans fun activities that support children's fine motor skills, such as using tweezers to pick up small objects, and mark making with pens and paint.
- Children are encouraged to be independent and enjoy taking responsibility for small tasks. They help tidy away toys after play and look forward to collecting the post from the letterbox when it arrives. These everyday routines help build their confidence and support their growing independence.

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:

- review planned activities to ensure they are closely matched to each child's next steps, providing greater challenge and depth of learning
- strengthen professional development to focus on building knowledge, understanding and to raise the overall quality of teaching.

Setting details

Unique reference number	210317
Local authority	Staffordshire
Inspection number	10394524
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	10 September 2019

Information about this early years setting

The childminder registered in 1998 and lives in Stone, Staffordshire. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government funded places for childcare.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- Parents shared their views of the setting in writing with the inspector.
- The childminder and the inspector carried out a joint observation of the children engaged in play and discussed how the curriculum has been implemented and the impact that this has had on the children's learning.

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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