

Childminder report

Inspection date: 10 June 2025

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in the care of the ambitious childminder. They are happy and confident with an eagerness to learn. The childminder gets to know children and families exceptionally well by offering nurturing settling-in sessions. This helps children to develop positive attachments with her to help them to feel safe and secure. The childminder treats children with kindness and compassion and teaches them how to care for others. They learn how to take turns and share resources. As a result, children play harmoniously and are caring towards their friends. Children have a deep respect for the resources that they use, handling them carefully and tidying away when they have finished their activities.

The childminder has created an opportunity-rich environment that stimulates children's curiosity and cultivates a love of learning. Children lead their own learning as they investigate the outdoor environment. They develop physically as they turn the taps on water cylinders to fill and empty containers. The childminder teaches children the names of tools and how they can use them. Children demonstrate excellent strength and coordination as they expertly transport water. They create models in sand, correctly naming the colour and shape of the tools that they are using and confidently announce that they have made a circus tent.

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

- The inspirational childminder has created an ambitious curriculum that is responsive to children's interests and promotes children's development in the seven areas of learning. She has a deep understanding of the way in which children learn and ensures that children have consistent opportunities to learn and master new skills. For instance, the childminder recognises children's deep interest in number. She offers activities that reinforce their recognition of the order of numbers up to twenty. Children then investigate this further during free-play opportunities. They match numbers and post them into the correct corresponding number boxes.
- Children demonstrate a deep interest in shapes in the environment. The childminder facilitates and extends this through conversation and by creating inviting activities. For instance, children have a developing understanding of 3D shapes. They explore shapes, using tongs to pick them up and sort them. Children proudly announce that they are sorting the cuboids. The childminder facilitates conversations to reinforce their knowledge. At snack time, they discuss the food that they are eating, and children recognise that a cucumber resembles a cylinder.
- The childminder knows all children exceptionally well. She uses effective assessment strategies to identify children's current levels of development and to determine their next steps. This enables her to plan inviting learning

opportunities for children, based on their unique needs and interests. The childminder takes swift action if she identifies any concerns about a child's development. She uses strategies to identify the cause of the concern and works with parents to seek support from outside agencies. This helps all children to make exceptional progress from their starting points.

- The passionate childminder offers a language-rich environment that supports children's communication and broadens their vocabulary. She frequently reads with children and shares songs and rhymes. The childminder uses her excellent understanding of each child to extend their vocabulary and understanding further. For example, children share a fascination about animals. The childminder teaches them about life cycles and the names of baby animals. During explorative play, children talk about a butterfly's cocoon and correctly identify that a baby crocodile is called a hatchling.
- Children are confident to share their needs with the childminder. They tell her when they are hungry and understand that they must wash their hands before eating so that they can wash away the germs. They collect their own yogurts and spoons and select the fresh fruits and crackers that they want to eat at snack time. Children chat to the childminder about the textures and flavours of the fruit and share their favourites. They demonstrate independence as they feed themselves and attend to their own toileting needs. Children put on their own wellies and coats before they go outside.
- Parents work in close partnership with the childminder to support their children's learning and development needs. The childminder shares detailed information to inform them of how they can continue to support their children at home. This helps children to make rapid progress. Parents are highly complimentary of the childminder and the care and consistency that she provides. They feel reassured that their children are safe and are developing in the care of the creative childminder.
- The childminder is committed to creating a safe environment for all children. She has appropriate measures in place to keep children safe and routinely teaches children how to keep themselves safe. For instance, when walking to school, she teaches them about road safety. The childminder expertly reflects on her practice to ensure that she is delivering an evolving curriculum that responds to children's changing needs. She attends appropriate training and meetings to consistently improve her knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	224565
Local authority	Stoke-on-Trent
Inspection number	10398463
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	3 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	23 October 2019

Information about this early years setting

The childminder registered in 1996 and lives in Hanley, Stoke-on-Trent. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a level 2 qualification in childcare. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Ali Myers

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that 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 to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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