

Childminder report

Inspection date: 11 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 and settled in a warm and homely environment that the childminder has created. Children behave well. The childminder speaks calmly to the children and gets down to their level when talking to them. This means that children fully understand what is being asked of them and follow instructions given by the childminder. For example, when it's tidy-up time, the children listen and respond appropriately, putting the toys back into the correct boxes. When it is time for a snack, children listen to the childminder and get ready to wash their hands.

The childminder has created a curriculum that is based on the interests of the children. She takes time to get to know each child and builds on the skills and knowledge that they already have. This means that children make good progress from their starting points. The childminder encourages children to be independent during activities. Children use play scissors to cut play dough. The childminder is a positive role model and takes opportunities to model when possible. For example, she demonstrates how to use the scissors and then supports children in having a go themselves. The childminder then praises children, when they are able to use them independently, supporting a sense of pride in their learning.

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

- Children's physical development is supported during play. Children develop fine motor skills as they practise threading shoe laces through a shoe in a busy book. Children then build their gross motor skills as they use a large slide outside. They climb up the steps and show enjoyment as they slide down.
- The childminder encourages children to learn about the world around them. For example, when playing in the outdoor area, children spot a plane in the sky. They talk together about it flying high above them. When children see a butterfly, the childminder explains to them how it began as a caterpillar and grew into a butterfly. This supports children in recalling information they have previously learned with the childminder.
- The childminder plans activities to support children's interests and encourages them to learn new information. For example, children talk about different foods that the hungry caterpillar eats. They talk about how many they can see and the colour of the fruit. However, at times, the intention of adult-led activities is too broad. As a result, focused activities do not effectively meet the level of development of the children involved.
- Children engage in meaningful conversations with the childminder. They talk about what they are doing and link this to previous activities they have done together. However, the childminder sometimes asks too many questions in quick succession, which interrupts their play. This does not fully promote their thinking skills.

- Children regularly visit the local community. For instance, they attend stay-and-play sessions and visit the library for storytelling sessions. As a result, children are able to meet others and build new relationships. This supports children's personal and social skills.
- Children show a love of books within the setting. They are able to select from a wide range of books that the childminder has provided. Children sit together, showing high levels of concentration as they share books together. The childminder points out key words and they talk about the textures of different objects in the book, using words, such as bumpy and fluffy.
- The childminder works with parents to ensure children's development is supported. For example, if children are below their expected level of development, the childminder speaks to the parents about what support and interventions they may need to support them in making good progress. Parents speak highly of the childminder. They state that she is nurturing and puts the interests of the children first.
- The childminder works with other agencies to support her continual professional development. She has regular discussions with other childminders and builds her knowledge through networking. The childminder attends training and uses new knowledge to support opportunities that she provides for the children in her care.

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:

- focus more intently on the identified learning intentions for children during activities to fully support their progress
- increase opportunities for children to make decisions and lead their own play and learning.

Setting details

Unique reference number	255118
Local authority	Sandwell
Inspection number	10398101
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 8
Total number of places	5
Number of children on roll	4
Date of previous inspection	3 October 2019

Information about this early years setting

The childminder registered in 1997 and lives in West Bromwich, West Midlands. She operates from 7.30am until 5pm, Monday to Friday, term time only. The childminder holds an appropriate qualification at level 2 and offers government funded childcare.

Information about this inspection

Inspector

Zara Hill

Inspection activities

- The childminder and the inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector carried out observations of the childminder's practice and activities that she planned.
- The childminder provided the inspector with written feedback from parents, which the inspector took account of.

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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