

Childminder report

Inspection date: 26 August 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder creates a welcoming, home-from-home environment where children feel secure. She builds warm and trusting relationships, showing affection through group hugs and shared fun, such as taking selfies together. The childminder knows each child well and responds with warmth and humour. Children gain a strong sense of belonging. They are happy, settled and ready to take part in their day.

The childminder makes good use of the outdoors to deliver the curriculum. For example, she takes children on walks where they can explore the environment, gather natural materials and enjoy physical play. The childminder supports children's understanding of the world through experiences in the local community and the natural environment, such as bus and train rides. She helps children to notice the people, places and surroundings that form part of their everyday lives and uses conversation to extend their curiosity during these outings. Children have opportunities for exercise and to build confidence in a variety of social situations.

The childminder sets clear expectations for behaviour. She models kindness, encourages sharing and uses praise to reinforce positive actions. Children respond by playing cooperatively, showing respect for each other and enjoying one another's company.

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

- The childminder shows commitment to training and research. She keeps her safeguarding and early years knowledge current through regular updates and training. She draws on local authority guidance and wider reading to stay informed about changes in practice.
- The childminder keeps parents informed about their children's progress using regular conversations, reports and daily feedback to ensure parents know about routines and achievements. Parents describe the childminder as warm and caring, where children are well looked after and their needs come first.
- The childminder provides a broad curriculum that effectively supports children's communication, personal development and physical skills. However, she has not identified a clear sequence of knowledge and skills in her curriculum. This does not fully inform her use of assessment and planning for learning. This means sequencing of learning is not precise enough to fully challenge children.
- The childminder brings energy and enthusiasm to her teaching, which helps capture children's attention. At times, she directs play and discussion too strongly, which reduces opportunities for children to make their own decisions and lead their learning.
- The childminder draws on her knowledge and experience to support children

with special educational needs and/or disabilities. She identifies needs at an early stage and works with parents and external professionals to agree strategies. Children make good progress in their learning and development.

- Overall, the childminder provides a learning environment indoors and outdoors with a variety of play options that support children's motivation and interest. Children move between different areas and resources with enthusiasm, choosing puzzles, construction and creative activities. They particularly enjoy exploring photo books that show their own experiences, which prompt discussions and recall of events. Children talk about themselves and their families. They develop their communication skills, confidence and a sense of identity.
- The childminder builds mathematical learning into everyday routines and play. She encourages children to use positional language, such as 'under' during activities and supports their early understanding of number and shape through puzzles and construction. During snack time, the childminder talks to children about cutting food into halves and quarters, helping them to notice simple fractions in real contexts.
- The childminder helps children develop their understanding of how to stay healthy. She talks to them about their dietary needs and allergies, explains why food is prepared safely and uses everyday routines to reinforce these messages. Children learn why they need to wash their hands before eating and after using the toilet. They take part in oral health activities, such as teeth-brushing routines and discussions about hygiene. Children build their awareness of self-care and safety in age-appropriate ways.
- The childminder helps children begin to manage their emotions through clear routines and positive reinforcement. For example, she praises them for sharing and for having a go. The childminder encourages children to respond kindly to one another and feel proud of their efforts. Children give each other reminders, such as asking politely for what they want and they seek help from the childminder if their friends are not sharing.

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:

- refine the sequencing of the curriculum, so that children's knowledge and skills build progressively over time
- recognise when to step back so children have more chances to make their own decisions and lead play to extend their independence and engagement.

Setting details

Unique reference number	257210
Local authority	Birmingham
Inspection number	10407639
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	6
Number of children on roll	8
Date of previous inspection	14 January 2020

Information about this early years setting

The childminder registered in 1984 and lives in Northfield, Birmingham. She operates all year round from 8am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early years education places.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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