

Childminder report

Inspection date:

4 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are incredibly happy and content in the childminder's care. She knows children extremely well and meets their needs with meticulous, nurturing care. The childminder plans her curriculum around children's interests, experiences, stages of development, the seasons and cultural events. She promotes children's early literacy skills. Children listen intently as she shares both fiction and non-fiction books. She provides phonetic clues to help children recognise the initial sounds in words. She understands the need to build children's arm and hand strength to support future writing skills. High-quality, one-to-one interactions with children as they play enable her to support and extend children's learning to the highest level.

Children's behaviour is exemplary. The childminder promotes this by ensuring that children follow a familiar routine, which helps children feel secure. She has high expectations of children's behaviour. Children use impeccable manners. They thank the childminder for their meals and politely ask if they can leave the table. They play cooperatively with their friends, share, take turns and show kindness to their younger peers. Children enthusiastically help to look after their environment. Babies dance around to the 'tidy-up song' as they put toys back where they belong. Older children happily help to lay the table and clear away at mealtimes. They proudly say 'you are welcome' when the childminder thanks them for their teamwork. Parents talk about the positive impact this has had on children's behaviour and conduct, both at home and in the wider community.

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

- Children develop early mathematical skills as they play. The childminder uses a number line to support children's counting and number recognition. She teaches children how to count forwards and backwards to five as they sing songs. Children look at colours and shapes and find matching shapes on their learning wall and in books.
- The childminder promotes children's communication and language and supports them to learn about the world they live in. For example, when children share a pineapple at snack time, they learn about where it was grown. The childminder teaches children about Costa Rica. They look at pictures and learn about the culture, music and language of people who live there. She extends children's learning by sharing the story 'Handa's Surprise'. Children act out the story, carrying things around on their heads pretending to be the characters in the book. The childminder encourages children to recall and build on their previous learning. A digital photo frame and learning wall support this. Children talk confidently to visitors about the activities they have enjoyed and their learning.
- Following children's interest in space, the childminder provides reference books, posters and resources to further develop their vocabulary and knowledge.

Children talk about aspirations to be astronauts. The childminder asks thought-provoking questions, encouraging children to be inquisitive learners. Children talk about what they think they would see if they landed on the Moon. They talk about seeing the Earth, craters and moon buggies. Children talk about needing to look after their planet like a superhero, protecting it from the 'baddies'. They continue this learning in child-initiated play using resources to create planets in the childminder's garden.

- The childminder supports children to learn the skills to begin to regulate their emotions. She talks to them about big emotions and helps them to calm down. She encourages children to pretend to smell flowers, taking in deep breaths through their nose and then slowly breathing out as if they are blowing out candles.
- The childminder promotes healthy living. She provides tasty, home-cooked meals and helps children learn about healthy food choices. Children enjoy fresh air and exercise daily in the childminder's garden and the local park. They join in with music and dance sessions, and visit forest school sessions in the botanical gardens. This promotes children's physical and mental health and well-being.
- Parent partnerships are strong. The childminder provides parents with updates of children's learning and development during daily discussions and in communication diaries. She identifies gaps in children's learning and signposts parents to local support services. Parents share children's home learning in the children's diaries. This enables the childminder to incorporate children's experiences into her planning. Parents say the childminder provides a haven of care, learning and joy, where each child is nurtured as an individual and guided with genuine love and expertise. They state that the childminder seamlessly weaves learning moments into her wider curriculum.
- The childminder is passionate about providing high-quality provision for children. She seeks the views of schoolteachers, parents, children and fellow childminders to help evaluate her practice. She completes research and training to ensure that her knowledge of early years practice and skills are up to date.

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	260534
Local authority	Worcestershire
Inspection number	10408031
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	23 January 2020

Information about this early years setting

The childminder registered in 2001 and lives in Wythall, Birmingham. She operates on Monday, Tuesday and Thursday during term time and provides ad hoc school holiday care. Sessions are available from 7.30am to 5.30pm. The childminder provides funded education for early years children from nine months of age, and before- and after-school care for children who attend the local primary school.

Information about this inspection

Inspector
Sharon Wilcox

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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 spoke to the inspector about the children's learning and development, with a particular focus on communication and language.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- Parents shared their views of the childminder 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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