

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. They form strong bonds with the adults who care for them. Adults surround children with lots of comfort, love and reassurance where needed. This works well most of the time and supports younger children to settle quickly. Children are provided with a wealth of learning experiences, both inside and outside. Adults think carefully about children's development and plan activities that enable all children to make continued progress in their development. Children show an eagerness to get engaged and most children stay enthused to learn. Older children smile and laugh as they copy a range of yoga poses and stretches.

Children of all ages enjoy building using a range of media. Younger children show resilience as they attempt to stack large building blocks. Older children build with purpose as they make boats. Adults have discussions with the children about what they might see, hear or smell while on a boat. Mealtimes are a very social and positive learning experience for children. Older children learn new words, such as appetite, as adults talk to them about why their bodies need food. Adults support children to learn about what they are eating and where the food comes from. Children of all ages are given lots of opportunities to develop their fine motor skills as they make marks using an array of materials. Babies smile and make sounds as they draw on boards and older children start to ascribe meanings to the marks they make.

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

- The curriculum is varied. The childminder is keen for children to leave her setting able to play alongside others, able to communicate their needs and having an understanding of their own emotions. The curriculum is sequenced well to build on children's development over time.
- Adults take into consideration what they know about each child and plan exciting learning experiences for children to engage with. Adults extend children's knowledge well as they play. Children learn about mathematical concepts as they play with water. For instance, adults talk to them about under, over, up, down, full and empty.
- Children of all ages have plenty of opportunities to listen to stories and rhymes. Adults read stories clearly and with lots of expression. They encourage children to join in with the words and actions from familiar songs and stories. However, there are times where adults ask questions back to back, or reword questions quite quickly without giving children enough time or space to think about their responses.
- The childminder finds out key information about children from their parents and routinely updates this information. However, routines for younger children and/or

babies are not flexible enough. Consequently, some children become upset when they are tired or hungry during free play time.

- Partnership working with other professionals is a key strength of this setting. The childminder works actively with others to ensure children receive the specialist help and/or care they require. For instance, adults notice early signs of delay and work with parents and other professionals as needed.
- The childminder works very closely with parents. She regularly shares and gathers key information about the children. This helps to ensure children receive the consistency they require. The childminder keeps parents up to date about their child's development. She provides them with guidance and support for how they can continue their child's learning at home. Parents and grandparents speak highly about the childminder and other adults who work with their children and/or grandchildren. Parents explain that they can see the progress in their child's development.
- The childminder has effective procedures in place to monitor the practice of all adults who work with children. She holds regular review meetings and together they reflect on practice, set individual targets and identify training needs. The childminder actively sets training courses for all adults to complete, this includes herself. This enables all adults to develop their knowledge, confidence and skills overtime.
- Adults are positive role models to children. They remind children of the rules and praise them for what they do well. Adults quickly intervene where needed, supporting children to learn how to play safely. They support older children to be mindful of younger children while they play. Consequently, older children show their peers lots of care and support.
- The childminder maintains accurate records, this includes for any accidents that occur. She has effective mobile phone procedures in place for any adults who work with her. The childminder seeks consent from parents for all photos taken.

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:

- enhance teaching practice further to ensure children are provided with enough time and space to think about their responses when questions are being asked
- adapt the routines in place, particularly for younger children and babies, to ensure that adults can better meet their needs when they become hungry or tired.

Setting details

Unique reference number	2606168
Local authority	Sandwell
Inspection number	10417612
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 3
Total number of places	12
Number of children on roll	16
Date of previous inspection	26 August 2022

Information about this early years setting

The childminder registered in 2020. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with assistants. She provides funded early education for two-, three- and four-year-old children. The childminder holds appropriate childcare qualifications at level 3.

Information about this inspection

Inspector

Louise Chinyuku

Inspection activities

- The inspector viewed the setting and discussed the safety and suitability of it.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- 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.
- The inspector talked to adults, parents and grandparents and took account of their views.
- Adults spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on 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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