

Childminder report

Inspection date:

7 April 2025 - 12 June 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are content in the childminder's care. The childminder gets to know children well. She gathers information from parents about new children when they join. This helps her to become familiar with their likes, dislikes and dietary needs to support their development from the start. Children benefit from gradual settling-in sessions to help them become familiar with the new environment and carers. Children form appropriate bonds with the adults caring for them. This helps children to feel emotionally secure.

Children enjoy some activities to promote their learning. They play in a sand tray happily and have fun as they fill and empty containers. Children play together cooperatively. The childminder supports children's early language development as she encourages them to repeat simple words and sounds. Children choose books to look at. They point at pictures and turn pages. This promotes their understanding of literacy. However, the childminder does not ensure that children benefit from a wide enough range of resources and learning opportunities to fully enhance their learning. She uses observations and assessments of children's learning but does not use them effectively to identify and plan what children need to learn next. Although children make steady progress, this reduces the overall level of progress they make in their learning and development.

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

- The childminder has not notified Ofsted of the appointment of new assistants within the required timescales. The impact of this is minimised as the childminder completes some suitability checks and new assistants are never left unsupervised with children.
- The childminder gets to know children well. She is aware when children are reluctant to engage in messy activities and encourages them to join in. The childminder has a general understanding about what children already know and can do. She carries out some observations and assessments of learning and identifies any gaps or delays. However, she does not use this information well enough to plan activities that focus on what children need to learn next.
- Although children are generally occupied during their time with the childminder, the overall range of resources and experiences on offer is not wide enough. The children play with the same toys for long periods of time. Not enough consideration is given to planning and introducing additional experiences to enhance children's engagement and learning.
- Children receive support to develop healthy lifestyle habits. For example, they wash their hands before eating. Children benefit from plenty of fresh air and exercise as they play on a variety of equipment in the garden. The childminder provides healthy food and gives appropriate support for children during

mealtimes.

- Children share and take turns with resources. They learn what is expected of them and behave well. Children develop early writing skills as they make marks with chalks on a board outside. The childminder talks to children and asks questions to promote their emerging communication and language skills.
- The childminder takes children on outings in the local community. Children have opportunities to mix with others at playgroups and during visits to the library. This helps children to develop their social skills.
- The childminder does her own research and reading online to keep up to date with current practice. However, she does not place sufficient focus on enhancing professional development opportunities for assistants. As a result, assistants do not demonstrate a thorough knowledge and understanding about how to fully meet children's needs.
- Sound partnerships with parents are evident. The childminder shares information through daily conversations, messages and through an app. However, not all parents are kept fully informed about their child's learning and what they are learning next to help them build on learning at home.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
use information from observations and assessments more precisely, to focus planning on what children need to learn next	30/05/2025
increase the range of activities and experiences available for children to fully engage them in fun and purposeful play	30/05/2025
provide effective support and coaching for assistants to ensure they can fulfil their roles and responsibilities effectively.	30/05/2025

To further improve the quality of the early years provision, the provider should:

- work in closer partnership with parents to share relevant learning information to help them to build on children's learning at home.

Setting details

Unique reference number	2627287
Local authority	Warwickshire
Inspection number	10397909
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	18
Number of children on roll	11
Date of previous inspection	27 February 2024

Information about this early years setting

The childminder registered in 2021 and lives in Birmingham. She works with a co-childminder and assistants. The childminder operates all year round, except for family holidays. Sessions are Monday to Friday, from 7.30am until 6pm. The childminder offers the government-funded places for childcare.

Information about this inspection

Inspectors

Trisha Turney
Trisha Turney

Inspection activities

- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the interactions between the adults and children.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector viewed the play areas and discussed with the childminder how they ensure safety and suitability.
- 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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