

Childminder report

Inspection date: 13 May 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The curriculum follows a nature-based approach where children engage with the natural world through hands-on experiences. For example, they have opportunities to touch, observe and learn about the real frog discovered in the garden. Through imaginative play, children demonstrate their understanding of the world. For instance, they bounce like frogs, mimicking their movements with enthusiasm, and crawl on all fours like dogs while 'panting'. They use open-ended resources to enhance their play, such as a beaded necklace that they use to represent a 'wiggly worm'. This demonstrates children's creativity, curiosity and happiness in their learning.

Children show a strong 'can-do' attitude as they tackle challenges. For example, they demonstrate perseverance when trying to connect three shells together, balancing them steadily on top of one another. They repeatedly throw beanbags into a basket to improve their coordination skills. These actions highlight children's resilience and determination to succeed within a safe environment. They feel a strong sense of achievement, often celebrating with cheers and dance. The childminder offers consistent praise and encouragement, motivating children to take pride in their efforts and reinforcing their positive behaviours.

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

- Since the last inspection, the childminder has worked closely with the local authority and completed relevant training to enhance the quality of care and education she provides. She positively reflects on her own practice, using research to improve her knowledge and better support individual children's development.
- The childminder promotes children's interests and follows their lead, such as when they choose to go outside. She recognises when their energy levels rise and offers ideas and new play opportunities to channel their enthusiasm in a more purposeful way. This helps to sustain their engagement and fosters positive interactions.
- Children develop strong communication and social skills. For example, the childminder encourages cooperative play, prompting children to use polite phrases such as 'excuse me' during interactions. Children enjoy involving others in their play, including the childminder, which gives her the chance to guide and support their learning by offering suggestions and teaching new skills. As a result, children engage in play without realising they are learning.
- The childminder introduces new vocabulary in context to expand children's language skills. For instance, she uses words like 'frog spawn' when explaining life cycles and 'webbed feet', showing how these features help frogs to move easily in water.

- Children show a strong interest in their learning. However, the childminder does not always encourage them to share their existing knowledge. Often, she leads the discussions, sharing her own knowledge first. Additionally, she sometimes misses opportunities to deepen children's understanding of everyday actions, such as why it is important to water plants.
- The childminder provides numerous opportunities for children to build on their confidence and independence. For example, she introduces new experiences, such as cinema visits, to enhance their cultural capital. She designs activities that strengthen fine motor skills, helping children to develop the strength needed to independently zip up their coats and put on their shoes.
- Funding has been allocated effectively to support children's development. For example, the childminder has purchased a membership at a local soft-play centre, giving disadvantaged children opportunities to develop essential physical skills such as coordination, balance and strength.
- The childminder works closely with parents, carers and external professionals to ensure the best outcomes for children. For instance, she discusses available funding and resources with parents to keep them fully informed about the services available to support their children. She actively monitors children's progress, paying particular attention to those showing early signs of delay.
- Parents feel confident that their children are happy and well cared for. They value their involvement in their children's learning, particularly in areas such as potty training and language development. They collaborate closely with the childminder to reinforce progress 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 further improve the quality of the early years provision, the provider should:

- identify opportunities to enhance teaching by deepening children's knowledge, encouraging critical thinking and prompting them to share what they know.

Setting details

Unique reference number	2679761
Local authority	Walsall
Inspection number	10364620
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	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 August 2024

Information about this early years setting

The childminder registered in 2022 and resides in the Pelsall area of Walsall. She operates her services from 8am to 5pm, Monday to Thursday, throughout the year, except for bank holidays and family holidays. The childminder holds a level 3 home-based childcare qualification. She receives funding for two-, three-, and four-year-old children.

Information about this inspection

Inspector
Mikaela Stallard

Inspection activities

- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The views of parents were considered by the inspector through verbal discussions and feedback forms.
- Children interacted with the inspector during the inspection and included them in their play.
- The inspector reviewed pertinent documentation, including evidence of the suitability of individuals working with children, pediatric first-aid certificates and safeguarding certifications.

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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