

Childminder report

Inspection date: 16 January 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder is highly qualified. She has a secure knowledge of how to provide a routine and activities that help children develop the skills they need in readiness for school. The routine includes good opportunities for children to increase their speaking skills, confidence and independence. For example, children warmly greet each other during the morning song and talk about how they are feeling. They respond well to the 'tidy up' song and are eager to help set up activities. Even the youngest children help themselves to their drinks, and clean their noses and dispose of tissues. The childminder uses group time well to help children talk about the codes of behaviour in place. Children work well together and show care and concern for others.

The childminder regularly assesses children and identifies their next steps in learning. She plans activities with a clear learning intention, to help children progress. For example, children show high levels of engagement as they create triangles with sticks in rice. The childminder skilfully builds on children's previous learning of triangles, and adapts her interactions according to the learning needs of children. The childminder places a high focus on introducing rich vocabulary, such as full, half and empty, as she follows the children's lead as they play.

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

- The dedicated learning environment is set up with children's needs in mind to offer choice and engaging activities for them to explore. The curriculum incorporates rich opportunities for children to learn about the natural world. For example, they learn about the changing seasons through good first-hand experiences. The childminder skilfully uses these experiences to incorporate mathematical and literacy opportunities that challenge children's learning. For example, children make marks in the soil, and learn about symmetry and pattern as they watch the caterpillars change to butterflies.
- The childminder works closely with parents from the very start. She assesses children's starting points, to help identify any areas of development where children may benefit from additional support. She has a good understanding of how to support children with special educational needs and/or disabilities, and the services available to assist them. The childminder ensures the curriculum is accessible to all children attending and successfully differentiates her planning for each child.
- Feedback from parents is extremely positive. They are impressed by the variety of activities on offer and the quality of planning for their children to help them progress. They appreciate the detailed information they receive about their children's progress and how they can support their children at home. The childminder provides parents with useful information about health and safety

issues, and regular newsletters to keep them fully informed.

- The childminder places a strong focus on her own professional development and continuous improvement. She makes effective use of any available training to help her enhance the curriculum. She regularly attends the local authority childminder meetings to help her reflect on and adapt her practice.
- Children have use of a rich learning environment outdoors, where they can be active and extend their physical skills. Indoors, the childminder plans enjoyable opportunities for children to be active. For example, children delight in the music and movement session as they put the beanbags on different parts of their bodies. The childminder works closely with parents to prioritise children's health in relation to healthy eating and good oral hygiene.
- The childminder provides good opportunities for children to talk about their own families. For example, children are eager to look at their family photos and recall family events. Children learn about their local environment as they visit the supermarket, library and fire station. However, the childminder plans few age-appropriate opportunities for children to learn about communities beyond their own experiences.
- The childminder offers a cosy area and a range of books which are made easily accessible, and she shares books with children daily. However, she does not fully support those children who are not as interested in the books, to help them develop a deep fondness for stories.

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:

- provide a rich range of age-appropriate experiences to help children learn about communities beyond their own experience
- support those children who are not as interested in books to develop a deep fondness for stories.

Setting details

Unique reference number	2707498
Local authority	Worcestershire
Inspection number	10376141
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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Bromsgrove, Worcestershire. She operates Monday to Friday, all year round, from 7.15am until 5.15pm. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector and the childminder completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector took into account the views of parents.

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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