

Childminder report

Inspection date: 29 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder possesses a thorough knowledge of the children in her care. She forms strong bonds with children, who happily turn to her for hugs and reassurance, when they need to. Children demonstrate kindness and care, as they play alongside their friends and happily share toys. They respectfully follow established rules and routines in the childminder's home. For example, children start their day enthusiastically with registration time. Older children learn to recognise their name in print and younger children confidently find their photographs to add to the register. Children excitedly sing songs, saying hello and welcome to their friends. They benefit from opportunities to express themselves and their emotions. For example, the childminder invites children, in turn, to express how they are feeling at the start of the day. Children talk about what makes them feel sad or happy, such as playing with friends. This supports their personal growth and development.

Children acquire knowledge about healthy lifestyles and good personal hygiene. For instance, they clean and bathe dolls as the childminder demonstrates how to wash and care for them carefully. The childminder talks about healthy foods with children. They prepare nutritious meals for their dolls, with peas and carrots, and encourage them to eat their 'yummy vegetables'. Children learn about good oral hygiene. For example, after feeding their dolls, children diligently clean their teeth, before gently putting them down for a sleep. Children's independence is encouraged by the childminder. They help to tidy away resources, caring for their environment, and demonstrate good handwashing before eating.

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

- The childminder plans learning opportunities and activities for children that prioritises their communication and language skills and personal and physical development. She gathers information from parents when children start at the setting to help identify their starting points. The childminder consistently assesses children's progress, identifying and planning what they need to learn next. She responds swiftly to any gaps in children's learning, seeking the advice of specialists if needed to support children with special educational needs and/or disabilities. Children make good progress as a result.
- The childminder plans activities that align with children's personal interests and developing needs. For example, children develop their understanding of mathematical concepts and language as they engage in shape-sorting activities. They learn to identify and describe simple shapes. However, the learning environment is not consistently organised to allow children to independently choose their play activities, as some toys they wish to use are stored away. This does not fully extend children's learning opportunities.

- Children's learning experiences are enriched with outings and trips. For example, they go on visits to local zoos and country parks, where they learn about nature and the world around them. The childminder ignites children's imaginations as she brings books alive. For instance, they watch performances of familiar stories about hungry caterpillars at local theatres. Children enjoy daily opportunities to run around and play in the fresh air in local parks. This promotes physical development and healthy lifestyles.
- The childminder provides children with choices about the books they share and the songs they sing. This builds confidence and self-esteem as children's views are listened to and considered. However, the childminder does not always adapt or differentiate group activities effectively, to support the youngest children's learning. For example, young children sometimes lose focus when books are read at a pace beyond their understanding. This does not fully support children's learning.
- Children's language and communication skills are promoted well. The childminder engages in purposeful conversations with children as she plays alongside them, introducing and modelling new vocabulary for them to learn. For example, children learn to 'stomp' around like elephants and 'stretch' as tall as giraffes as they add actions to their favourite songs. Children widen their vocabulary and language skills as a result.
- The childminder reflects upon her provision to identify ways in which she can develop it further for the benefit of the children in her care. For instance, she engages in professional development to deepen her understanding of nutrition, thereby supporting children's health and well-being.
- Parents report that they are extremely happy with the care provided for their children by the caring and nurturing childminder. Parents comment how children settle quickly in her care, building confidence and independence. They comment on the childminder's strong communication and feel well informed about their children's progress.

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:

- create more opportunities within the learning environment for children to make independent choices about their play, to fully extend their learning and enjoyment
- consider ways to adapt and differentiate group activities to meet the needs of

younger children, helping them to make the best possible progress.

Setting details

Unique reference number	2713756
Local authority	Staffordshire
Inspection number	10388693
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Tamworth. She operates all year round from 7am to 4pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 2. The childminder is eligible to offer early education funded places for children aged nine months to four years.

Information about this inspection

Inspector

Sue Bradford

Inspection activities

- The childminder showed the inspector around the areas of her home accessed by children and discussed her intentions for children's learning.
- The inspector observed the quality of teaching and learning and assessed the impact this has on children's learning.
- The inspector carried out an evaluation of a planned activity with the childminder.
- The inspector took account of written testimonials and views of parents.
- The inspector reviewed relevant documentation.
- The inspector spoke to the childminder and the children at appropriate times throughout the day.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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