

Childminder report

Inspection date: 25 June 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

Children thrive in this nurturing setting. They learn about the world around them as the childminder takes account of the things they are interested in. Children make choices in their play across the stimulating environment and through connected learning opportunities that the childminder provides. For example, children show great interest in the life cycle of the caterpillar. Together with the childminder, they observe the changes to the insects in the caterpillar net and share relevant stories. The childminder engages children in caterpillar-themed threading and posting activities, which further extend their understanding of the topic. Children benefit from music and movement sessions. They particularly enjoy action songs as they pretend to wiggle like a caterpillar and flutter like a butterfly.

The childminder's curriculum focuses on preparing children for school by developing essential skills, promoting healthy lifestyles and collaborating with parents to encourage nutritious eating habits. Through engaging activities, children explore different cultures and celebrate diversity by participating in festivals and events. Children learn how to behave as the childminder skilfully supports them to understand her expectations. Children respond promptly to the childminder as she supports them to make positive behaviour choices through sensitive interactions.

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

- The childminder has developed a thoughtful curriculum that prepares children well for their eventual move on to the next stage of their education. She gathers information from parents when children first start and uses it to plan for each child's learning effectively.
- Through careful observations, the childminder plans to reflect children's learning styles in the activities and experiences that she provides. As a result of the broad and balanced curriculum provided, children make substantial progress across all seven areas of learning.
- The childminder reflects on her provision and attends regular webinars and training sessions to update her knowledge. She uses newly acquired information to drive improvement. For example, she provides relevant first-aid guidance on preventing choking and shares this with parents.
- The childminder is a strong role model who supports children's communication skills through high-quality and thoughtful interactions. This helps them to develop an extensive vocabulary. Even the youngest children use descriptive language, such as 'crunchy' and 'rough' as they explore pasta in a posting activity. The combination of this fine motor practice and the acquisition of new language helps to develop children's early literacy skills.
- The childminder provides numerous opportunities for children to develop their self-care skills. For example, she has implemented a hygiene station where

children take tissues to wipe their noses. The childminder ensures that care routines are firmly embedded throughout the day. Children respond positively to a daily routine, and they feel secure in knowing what is happening next. This helps children to feel comfortable and settled in the childminder's care.

- The childminder uses expressive language to support children to understand their feelings. This also helps them to understand how their actions may impact others. Children respond positively to the childminder when she clearly communicates her expectations. The childminder skilfully uses her knowledge of children's interests to provide distractions that support them to regulate their behaviour.
- The childminder helps children expand their understanding of the world around them. For example, children observe woodlice in the terrarium that they have created together. The childminder plans daily outings to the local nature reserve and park, where children delight in spotting different birds and feeding the ducks. These experiences help children develop a love of nature.
- Children develop a strong understanding of mathematical concepts. For example, the childminder skilfully supports them to understand the difference between full and empty as they scoop and pour pasta. She maximises routine opportunities for children to count with purpose. This play supports their understanding of numbers, and even the youngest children accurately count objects up to 10.
- Children enjoy sensory experiences, and the childminder takes this into account when planning their learning. Children particularly enjoy transporting materials and exploring resources such as pebbles and stones. On occasion, the childminder does not fully extend these experiences to allow children to lead their learning.
- The childminder works in partnership with parents effectively. She shares information about their children's development regularly and suggests ways to extend learning at home. This helps create connections in children's learning, which further builds their skills and knowledge.

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:

- extend opportunities for children to explore self-chosen sensory experiences even further to help them make the best possible progress.

Setting details

Unique reference number	2714267
Local authority	Birmingham
Inspection number	10388787
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	3
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Selly Park, Birmingham. She holds an early years qualification at level 5. The childminder operates from 7am to 6pm, Monday to Friday, all year round, except for family holidays. The childminder provides funded places for children aged from nine months.

Information about this inspection

Inspector

Lisa Gadsby

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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