

Childminder report

Inspection date: 18 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

The childminder creates a purposeful learning environment, where children feel safe and welcome. Children eagerly explore a variety of activities that the childminder has thoughtfully prepared, allowing them to engage in play that matches their interests. Children are free to select equipment that interests them. This develops their independence and confidence. For example, children select vehicles and ramps to use and experiment moving the ramp to see the effect this has on the speed of the vehicles.

The childminder is skilful at supporting children's communication skills. For example, when she is reading a story, she encourages children to discuss what is happening in the pictures to extend on the story. The childminder asks open questions to support children's thinking. As children look at the pictures of the book, they explain that in the cave there are bears. They link this to their previous learning and discuss other stories about bears. The childminder skilfully discusses and uses new vocabulary such as 'frightened', 'scared' and 'brave'. As a result of this effective teaching, children engage well with the activities and make very good progress in their communication and language development.

The childminder is an excellent role model. She is polite and encouraging when talking to children and explaining what she is doing. From a very young age, children learn to help with simple tasks and to cooperate with requests from the childminder. Children behave well.

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

- The childminder uses her knowledge about children's starting points and family experiences to tailor her curriculum and teaching, providing support where it is needed the most. A large focus of her curriculum aims to promote children's social and communication skills, independence and self-care skills, preparing them for school. When planning her broad curriculum, the childminder complements children's wider experiences through daily visits to the park, woods, nature reserves, playgroups and sometimes to a local singing group.
- The quality of teaching is good. The childminder plans and adapts teaching in accordance with children's interests and next steps in learning. For example, when children are playing with minibeasts, they discuss and match the minibeast to their habitat and discuss why they live there. Older children use words such as 'collecting nectar', while younger children are encouraged to name a familiar minibeast. However, on occasion, the childminder does not fully expand on the learning taking place so that all children build on their prior learning.
- The childminder monitors children's learning carefully and understands what they need to learn and when. She identifies any gaps in learning and implements

strategies to help children, including those with special educational needs and disabilities (SEND), to make the best possible progress. She works with parents, so they are supported to help children in their learning.

- The childminder incorporates lots of opportunities for children to explore numbers and early mathematical concepts well. Children learn to count and represent numbers in different visual ways. The childminder weaves challenge and counting into play. For instance, children are challenged with collecting different numbers of cars during tidy up time. They check they are correct by recounting and comparing their number of cars to how many other children have collected.
- The childminder encourages the children to keep healthy by discussing the importance of a variety of foods. Lunchtime is a social occasion where the children and the childminder have back-and-forth conversations about the food they are eating and how these foods keep them healthy. The childminder reminds children to drink water throughout the day to keep themselves hydrated. Children are happy to sit with the childminder and relax when they are tired.
- Overall, the childminder supports children to manage their behaviour well. She has realistic expectations and promotes positive behaviour. However, at times, the childminder does not explore with children the impact of their behaviour on others. For example, when children struggle to share, the childminder does not always talk to them about how this might impact other children's feelings.
- The childminder is very committed to doing her job well. She seeks out professional development opportunities and reflects well on what she learns. The childminder works closely with other childminders to share ideas and practice. This also provides children with additional opportunities to develop their social skills.

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:

- support children's behaviour further to help them understand the impact their actions have on others
- build on the already strong teaching to ensure that what children know and can do is fully extended.

Setting details

Unique reference number	2724051
Local authority	Staffordshire
Inspection number	10394823
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Lichfield, Staffordshire. She operates term time from 7.30am to 5.30pm, Monday to Friday. She offers government funded places for two-, three- and four-year-old children. The childminder holds an appropriate early years qualification at level 6 with qualified teacher status.

Information about this inspection

Inspector

Alexandra Beardmore

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The childminder spoke to the inspector about how she supports children with SEND.
- 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 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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