

Childminder report

Inspection date:

2 September 2025

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The childminder does not make sure that children are always kept safe. Safeguarding practice is weak and risk assessment is not effective. This means children are exposed to potential hazards in the home and through daily routines, such as the unsafe storage of cleaning products and unsuitable sleeping arrangements. The childminder does not promote effective partnership working with parents consistently, which has a negative impact on the continuity of care and children's learning. Weaknesses in the childminder's everyday practice reduce children's safety and limit the quality of their experiences.

Children develop close relationships with the childminder and show that they feel comfortable in her care. Overall, they enjoy role play, outdoor activities and are eager to join in conversations. However, the childminder does not plan or sequence the curriculum well enough to help children build their knowledge and skills securely. She does not plan the learning environment effectively to provide varied play opportunities. The childminder's planning of children's learning lacks structure and depth, which limits the progress that children can make.

Children respond to the childminder's shared expectations. They understand simple rules, such as taking their shoes off indoors, and they follow these consistently. The childminder encourages children to share and take turns, and, overall, they play together positively. Children develop their social skills and an awareness of others.

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

- The childminder does not evaluate her practice effectively. She has not identified breaches of statutory requirements. This lack of self-reflection prevents her from making the necessary improvements to safeguard children and provide a good quality of education. She fails to check that other adults working with her understand their roles and responsibilities. Important weaknesses go unchallenged, and children's safety is not prioritised.
- The childminder does not carry out effective risk assessment. She allows adults to drink hot drinks while standing in a doorway where children play. She has not identified the risk of household cleaning products stored in an unlocked cupboard in the kitchen, where children play. These unsafe practices expose children to hazards and put their health and safety at risk.
- The childminder does not follow safe sleep practice. She allows adults to climb into travel cots with children. This creates manual handling risks and the potential for injury to both the adult and the child. At the same time, other children rest on mats on the floor beside the cot. These unsafe arrangements compromise children's welfare and put them at risk of injury.
- The childminder does not gather and record all the essential information she

must have about every child. She does not keep documents that show children's full details, including their home address. This means children's welfare is not assured in the event of an emergency.

- The childminder shares daily information with parents about routines and children's daily experiences. However, she does not gather enough detail from parents to establish accurate starting points for children's learning. When children also attend another setting, the childminder does not obtain sufficient information about their learning priorities. This lack of communication reduces continuity in children's care and learning.
- While the childminder provides playful interactions that children enjoy, she does not show a secure understanding of child development or how to plan a sequenced curriculum. Children's learning is not matched to what they need to know and do next, which reduces the progress they make.
- The childminder knows what children enjoy in their play and uses this to choose some activities. However, she does not use assessment effectively to plan learning that matches children's age and stage of development. For example, she sets priorities, such as pencil control, recognising numbers and shapes, or name writing for children under the age of two. These unrealistic expectations mean children are not supported to build the right skills at the right time.
- The childminder does not provide enough support for children who speak English as an additional language. She has not taken reasonable steps to understand or build on children's home languages in her teaching. The childminder does not provide effective support to all children to communicate, feel included and develop a strong sense of belonging. This reduces their ability to express themselves confidently and engage in their learning.
- The childminder does not plan the learning environment effectively. Indoor space is cramped, and resources are not organised to provide a wide range of purposeful play opportunities. For example, the childminder uses a tent as a play resource but does not have a clear purpose or any additional resources readily available for children to use. Children play inside, squealing excitedly rather than engaging in meaningful learning. The environment does not reflect all areas of learning, and children's experiences are narrowed when they move indoors. This reduces the quality of their play and learning and limits how well they engage in purposeful play.
- The childminder encourages children to develop independence in self-care routines. She supports them to wash their hands, manage their lunch boxes and practise dressing themselves. This helps children build confidence in looking after their own needs.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and
Childcare Register the provider must:**

	Due date
improve risk assessment arrangements so that all hazards are identified and managed effectively, ensuring every adult in the setting understands and carries out their responsibilities consistently so that children are kept safe	30/09/2025
ensure safe sleep practice is followed at all times so children are not placed at risk	30/09/2025
gather and record all required information for every child, including their home address, so records are complete and can be used in the event of an emergency	30/09/2025
promote effective partnership working with parents and other settings to establish accurate starting points and share information about children's learning	30/09/2025
develop and implement a sequenced curriculum that is based on secure knowledge of child development and builds children's learning step by step	30/10/2025
use assessment effectively to set learning priorities that reflect children's age and stage of development	30/10/2025
improve the planning of the learning environment so it reflects all areas of learning and provides sufficient space and varied opportunities for purposeful play and engagement	30/10/2025

improve support for children who speak English as an additional language to strengthen their communication, engagement and sense of belonging.	30/10/2025
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Setting details

Unique reference number	2725795
Local authority	Birmingham
Inspection number	10399914
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Birmingham. She operates all year round, from Monday to Friday, 7.30am to 5.30pm, except for family holidays and bank holidays. The childminder holds an approved early years qualification and works with an assistant and a co-childminder. She provides funded early education places for all eligible children.

Information about this inspection

Inspector
Anne Dyoss

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The children interacted with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- 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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