

Childminder report

Inspection date: 28 July 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 warm and welcoming environment. The childminder builds strong, trusting relationships with both children and their families, creating a supportive and nurturing atmosphere, which builds children's emotional well-being. The children seek out the childminder for cuddles and stories, showing they feel safe and secure in her care.

The childminder uses her in-depth knowledge of each child's interests and developmental needs to plan a well-sequenced and engaging curriculum. For example, when children show an interest in books, the childminder extends this by discussing stories and pictures in detail, effectively promoting their communication and language skills. Clear and age-appropriate learning goals ensure that all children make good progress across all areas of development. The childminder's passion for encouraging independence, resilience and age-appropriate risk taking is evident throughout the setting. For example, children show curiosity and confidence as they explore the spacious, well-equipped garden. They develop their physical skills as they run on the grass or climb the steps to the tree house, enjoying meaningful and active learning experiences.

The childminder acts as a positive role model for behaviour. She swiftly and sensitively addresses any unwanted behaviour, helping children understand boundaries and guiding them to find positive solutions. As a result, children quickly learn to manage their own emotions, and their behaviour is consistently good.

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

- The childminder works with co-childminders and assistants. She works closely with her colleagues to reflect upon and evaluate their practice. The childminder accesses mandatory training, such as paediatric first aid and safeguarding. She also participates in further training to help develop her ongoing practice and to improve teaching across the team.
- The effective and exciting curriculum engages children well in their learning. They develop skills in all areas. For example, children use their imagination and develop social skills as they play with friends in the role-play area. They develop small motor skills and coordination as they roll balls across the floor and then try and throw them into a basket. However, on occasion the quality of interactions does not always fully support children to make the outstanding progress they are capable of.
- The childminder creates an inclusive environment, where children from all backgrounds feel safe, valued and represented. Children are encouraged to learn about different family structures and cultures in natural, age-appropriate ways. The childminder explains how she provides supportive care for children with

special needs and/or disabilities, working closely with parents and external professionals to create tailored plans that ensures all children make good progress in their learning.

- The childminder develops children's speech and language well, she asks questions and encourages them to recall events, such as recent holidays, to promote conversations. Children hear a wealth of conversation and participate well. They enjoy books and singing, which further promotes their listening and communication skills.
- The childminder offers enriching experiences beyond typical expectations, including weekly swimming sessions in the on-site swimming pool. She also takes the children into the community with trips, such as shopping, bus journeys and litter picking and even camping holidays. This supports the children to explore the world around them and understand about the community they live in.
- The childminder builds strong and effective partnerships with parents through regular communication and feedback. Families receive daily updates, termly reports, and, where appropriate, statutory two-year progress checks. Parents are also given tailored ideas and activities to support their child's development at home, strengthening the learning link between the setting and family life. As a result, parents comment on how their children are flourishing, showing confidence and independence.
- Children start to understand healthy lifestyles. They enjoy home-cooked nutritious meals and snacks. The childminder places a great emphasis on outdoor learning and children enjoy fresh air and exercise every day. The on-site swimming pool benefits children as the childminder facilitates weekly swimming sessions. This not only gives children exercise but also teaches them important 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:

- continue to develop teaching skills to the highest level to consistently challenge children, enabling them make the very best possible progress.

Setting details

Unique reference number	2726802
Local authority	Staffordshire
Inspection number	10399919
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Newcastle-Under-Lyme, Staffordshire. She works with co-childminders and assistants. She operates all year round, from 7.40am to 6pm, Monday to Friday, except for bank holidays, a week at Christmas and family holidays. The setting provides funded early education for all eligible children. She holds an early education qualification at level 6.

Information about this inspection

Inspector

Sue Smith

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 interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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