

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 form close bonds with the caring and kind childminder, and enjoy the time they spend in the warm, homely environment that the childminder creates. As a result, children eagerly explore a range of age-appropriate activities. The childminder gathers children starting points and interests from parents upon enrolment. This information is used to plan activities that lead to high levels of engagement and meaningful learning experiences. For example, babies show an interest in using a toy telephone. The childminder uses this interest to have back-and-forth conversations, and promote babies' communication and language development as they interact with the childminder and start to use words. As a result, all children make good progress from their starting points.

The childminder places a great emphasis on developing children's independence and confidence. Children understand the routine of the day. For example, when they go outside, they know to put on their outside shoes, and when coming in they take them off and put them away in the cupboard. Children follow instructions well. They learn to share and take turns and think of others. The childminder has a kind and nurturing tone and is a good role model to the children, showing them respect and kindness. This gives children a sense of security and well-being. Children behave well because the childminder models respectful and positive interactions. She consistently uses good manners and addresses children kindly, creating a calm and respectful atmosphere where children learn to treat others with the same courtesy.

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

- The childminder works closely with co-childminders and assistants, forming an effective team that regularly reflects on practice to enhance the provision. She completes all mandatory training, including paediatric first aid and safeguarding, and engages in additional training such as food safety. This supports children's safety at mealtimes and increases awareness, such as choking hazards.
- The childminder supports children's development of children's communication and language. She narrates their play, introduces new vocabulary, and encourages younger children to repeat words and sounds. For example, as babies engage with animal toys, she models animal sounds and invites them to mimic, effectively supporting early speech development. Children enjoy books, stories and singing time which further supports their communication development.
- The well-sequenced curriculum helps children build on prior knowledge and develop skills across all areas. For example, in the mud kitchen, they enhance coordination and fine motor skills through imaginative play. However, the mathematics curriculum is not always effectively sequenced, and the childminder

misses opportunities to extend learning by not consistently using mathematical language or encouraging discussion around shape, size, and capacity. Therefore, they may not reach the outstanding outcomes they are capable of.

- The childminder builds highly effective partnerships with parents, who speak warmly of the care their children receive. They describe her as kind, attentive, and passionate, with a deep commitment to creating a warm and nurturing environment. Parents feel confident in the safety and well-being of their children, knowing they are respected, valued, and truly cared for. Children thrive emotionally under her care, becoming confident, independent explorers who are supported to express their preferences and make choices.
- Children benefit exciting and engaging experiences outside the childminder's home. She takes the children to local woods to explore and investigate. They lie on the ground to observe the sky, listen to natural sounds, and explore features such as mole holes. These calm, mindful moments help children connect with nature and develop a sense of wonder. On colour walks, children collect natural items, learning to observe seasonal changes and differences in their environment. Older children build dens and paddle in rivers. Through these regular outdoor adventures, children develop meaningful relationships, a respect for the natural world, and a growing sense of independence and confidence.
- A strong focus on health and well-being is embedded through healthy eating, hygiene routines, outdoor exercise, and discussions about making balanced choices. The childminder is highly attentive to children's care needs. She ensures routines, such as washing hands before snacks and applying sun cream, are consistently followed. Nappy changing is managed sensitively and hygienically, promoting children's health and well-being.

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 further develop the curriculum for mathematics to ensure that every opportunity is taken to extend children's learning as far as possible.

Setting details

Unique reference number	2726839
Local authority	Staffordshire
Inspection number	10399909
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	10
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and works in Newcastle under Lyme. She works with co-childminders and assistants. She operates all year round, from 7.40am to 6pm, Monday to Friday, except for bank holidays, Christmas week and family holidays. The childminder provides early education funding for all eligible children.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector viewed a sample of key documentation.
- The inspector talked to assistants at appropriate times during the inspection and took account of their views.

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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