

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

The childminder is calm and nurturing in her approach. She creates a warm and welcoming environment for the children in her care. Children form strong bonds with her, often seeking her out for play, comfort, or cuddles. This helps them feel safe and emotionally secure. The childminder gathers detailed information about each child's starting points, interests, and routines from parents at enrolment. This enables her to develop a well-sequenced curriculum tailored to individual needs across all areas of learning. For example, children ask to help prepare snacks. The childminder supports them in cutting fruit, helping them to develop fine motor skills and hand-eye coordination as they carefully follow instructions and use tools safely. As a result, children are confident, independent learners who enjoy participating in purposeful activities, and all children make good progress from their starting points.

The childminder has high expectations for children's behaviour and conduct. She uses positive behaviour strategies that promote respect, kindness, and cooperation. As a positive role model, she sets clear and age-appropriate expectations, such as using kind hands and speaking politely. Children understand the rules and routines, which provides them with a strong sense of security and belonging.

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

- The childminder has a strong ethos for her provision. She wants children to be happy, kind, and healthy in her care. She places great emphasis on building children's resilience and independence through exploration and by developing an engaging environment that promotes curiosity and encourages children to take age-appropriate risks.
- The childminder works alongside co-childminders and assistants. She is committed to ongoing professional development, undertaking both mandatory and additional training. Regular reflection on practice with colleagues supports continuous improvement in teaching quality and enhances the effectiveness of team practices across the setting.
- Snack and mealtimes provide children of all ages with healthy food and drinks. The childminder skilfully introduces early mathematical concepts, such as counting children and distributing the correct number of plates. However, she does not always consider the impact of children waiting for extended periods while others hand out snacks, which can limit opportunities for sustained learning.
- Children benefit from a wide range of exciting learning opportunities beyond the home. For example, they enjoy swimming sessions with the childminder in the on-site pool. They also take trips to the garden centre, where they learn about plants and how to use money when making purchases. Visits to soft play centres and outdoor adventure parks promote children's physical development and

provide valuable social experiences. These outings enhance children's understanding of their community and the world around them.

- The enabling environment supports children to build on what they already know and develop skills across all areas of the curriculum. Children show a clear interest in nature and the world around them. They demonstrate curiosity as they pick flowers or blow dandelion seeds, watching with fascination as the seeds float away.
- Children engage enthusiastically in early literacy and story sessions. Story time is enjoyed by children of all ages and is highly interactive. Older children model language for younger ones, who echo key phrases with delight. Shared enjoyment is evident during familiar stories, such as 'We're Going on a Bear Hunt', where children laugh, join in, and show high levels of engagement.
- Parent partnerships are a clear strength. The childminder builds positive, trusting relationships with families, creating a nurturing environment where children feel safe to explore and try new experiences. Parents speak highly of her consistent communication and value the meaningful memories their children make. Many recommend the setting to others based on their positive experiences.
- Healthy lifestyles are promoted through daily outdoor play, discussions about food, and healthy menus. For example, children enjoy homemade yoghurt with fruit and take part in cooking activities, which are later shared with parents. This promotes children's understanding and supports them to make healthy choices.
- There is a strong partnership with the local school. Teachers visit the setting, and children attend school events, such as sports days. These experiences help children feel familiar with the school environment, easing their transition.

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:

- review further how the organisation of daily routines and activities to ensure all children gain the most from meaningful interventions and learning opportunities.

Setting details

Unique reference number	2726848
Local authority	Staffordshire
Inspection number	10415303
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	13
Date of previous inspection	Not applicable

Information about this early years setting

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

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 and the inspector carried out a joint observation during snack time.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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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