

Childminder report

Inspection date: 16 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

Children are confident and happy in the home of the dedicated childminder. They build strong attachments with the childminder and other children that attend. Children talk about their friends with fondness as they play. The childminder responds promptly to children's learning needs and offers age-appropriate activities to support their understanding of 'kind hands'. Children demonstrate how to have 'kind hands' through the use of a puppet. For instance, they practise holding hands, wave the puppet's hand and offer cuddles. The childminder offers praise and encouragement and recognises the importance of children developing positive social skills with others. She regularly takes children to meet with other fellow childminders, where children learn more about diversity among the community and how to interact in larger groups.

Children explore the childminder's indoor and outdoor environments with interest. They develop strength and coordination as they climb onto the decking area and back down again. They learn how to turn the tap on and off to access water and enjoy splashing in muddy puddles that they create. The creative childminder joins in with children as they explore instruments. Children practise strumming on the guitar and the childminder teaches them about the sounds that they can make when the strings vibrate. Children learn about growth through planting pumpkin seeds in the garden that they will harvest and explore in the Autumn.

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

- The childminder has created a curriculum that is designed to promote children's life skills and a love of learning. Children benefit from a variety of opportunities to develop their independence and problem-solving skills. At mealtimes, children practise washing their hands and learn to wait for their food to cool down before feeding themselves. They pour their own drinks from a small jug into a cup and know that when they have finished these things need to go in the sink to be washed. As a result, children are confident, independent learners.
- The childminder has a very good knowledge of the children that attend. She carries out effective assessments throughout their time with her, which help her to determine children's next steps in their development. The childminder supports children's development of new skills through repetition. For instance, when teaching children about the life cycle of a butterfly, she repeats this with different activities and stories. As a result, children's learning becomes embedded over time.
- Children are confident to communicate their needs and interests. The childminder promotes a communication-rich environment using stories and rhymes. Children develop a broad vocabulary through positive interactions with the childminder. She offers clear language and instructions to promote listening

and attention and offers repetition of key words. The childminder asks children different questions based on their level of understanding. However, children are not always given enough thinking time to process and respond to these.

- Children are loved and nurtured by the childminder. She recognises when they are hungry or tired and prioritises their care needs. Children demonstrate interest in using the toilet during nappy changes and the nurturing childminder facilitates this. She offers praise and positive reinforcement when children challenge themselves. Children demonstrate pride in their achievements.
- The childminder provides an inclusive environment that is consistently evolving to meet the needs of children as they grow and develop. She works closely with parents and other agencies to assess children's needs and accesses guidance and resources to help children to achieve. For instance, the childminder seeks and follows guidance on speech and language support from the local health visiting team. As a result, children make good progress in their development.
- The childminder prioritises developing strong partnerships with parents. She maintains consistent communication about children's development and next steps. This helps parents to understand how they can support their children at home. Parents feel grateful for the care and encouragement that the childminder provides through activities and outings. They speak highly of the healthy meals and snacks that are provided and the progress that their children make. This has a positive impact on children's well-being.
- The dedicated childminder strives to make a positive impact on children's lives. She has systems in place to monitor and reflect on her practice and can evaluate the impact that she has on children's learning. The childminder attends appropriate training and meetings to strengthen her knowledge and skills. She has robust systems in place to monitor the safety of children in her home and has an excellent understanding of her safeguarding responsibilities.

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:

- strengthen teaching further by giving children sufficient time to think and form their responses to questions, so that they are able to share what they know and explain their thinking.

Setting details

Unique reference number	2730806
Local authority	Stoke-on-Trent
Inspection number	10398940
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	3
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in May 2023 and lives in Stoke-on-Trent. She operates all year round on Monday, Tuesday, Thursday and Friday from 8am to 5.30pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for eligible children.

Information about this inspection

Inspector

Ali Myers

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.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- 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.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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