

Childminder report

Inspection date: 30 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 are happy and content. The childminder provides a calm, nurturing environment, where each child is valued and understood. She builds strong, trusting relationships by getting to know each child's needs and personality. As a result, children settle quickly and grow in confidence. Children display positive behaviours. The childminder helps them learn how to play cooperatively, share, take turns and follow simple rules with kindness and respect.

Children are supported to develop independence. They are encouraged to put on their coats, wash their hands and help prepare snack. The childminder supports them patiently, offering help when needed. At snack time, children use child-safe knives to cut their fruit. The childminder teaches them how to hold the knife safely and reminds them to move it carefully. This helps children to take small, age-appropriate risks and learn how to keep themselves safe.

Children's communication and language are consistently supported through everyday interactions and play. The childminder engages in meaningful conversations, naturally introducing new words to build their vocabulary. Story time is lively and interactive, helping to spark children's interest in books and early reading. While sharing a book about the seasons, the childminder enhances the experience by throwing pretend autumn leaves into the air. Children join in with excitement, pretending the leaves are falling from the trees. The childminder supports early literacy during outings by pointing out signs, symbols and familiar words in the environment, encouraging children to notice print and talk about what they see.

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

- The childminder is passionate about her role and takes great pride in providing a positive and engaging experience for children. Her genuine love for working with children shines through in her interactions, her thoughtfully planned environment and the meaningful experiences she provides each day. She strives for excellence and is committed to giving every child the very best start.
- The childminder follows a child-led curriculum that builds on children's interests and supports learning through real-life, hands-on experiences. Outdoor learning is a key part of her approach, and children benefit from daily outings that enrich the curriculum. These include visits to local woodlands, parks and forest school sessions, where children connect with nature, develop physical skills and grow in confidence in their own abilities.
- The childminder helps children recognise what makes them unique and how everyone is different, helping them to respect and value differences. They learn about some cultural celebrations, such as Chinese New Year, through activities

and outings. However, there is scope to build on this further by helping children gain a deeper understanding of the diverse world they live in.

- Children explore the childminder's garden with curiosity and enthusiasm. They enjoy making their own play dough, carefully following simple instructions and measuring ingredients. The childminder introduces counting as part of the activity, supporting early mathematical development.
- Children enjoy using toy hammers to break blocks of ice and discover the frozen minibeasts inside. They show perseverance as they work out how to free the toys, trying different ways until they succeed. The childminder introduces new words, such as frozen, melting, sink and float, helping children understand changes in materials and early scientific concepts.
- The childminder is skilled at weaving additional learning into play and everyday conversations. She actively joins in with children's play to extend their thinking and build on their interests. However, at times, her enthusiasm leads her to over-direct, occasionally guiding the play too much and influencing the direction rather than allowing the children to lead with their own ideas.
- The childminder builds strong partnerships with parents through regular updates and a personalised approach to each child's care. Parents feel well informed about their child's progress and how to support learning at home. Written feedback is highly positive, with parents praising the childminder's kind and nurturing approach. They write that she 'goes above and beyond to support their children'.
- The childminder provides thoughtful and individualised support for children with special educational needs and/or disabilities, helping them make good progress from their starting points. She works closely with parents and other professionals to share observations, raise concerns early and ensure a consistent approach between home and the setting.

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:

- provide more opportunities for children to independently lead their play and follow their own ideas, allowing them time to explore and problem solve without too much adult direction
- plan a wider range of experiences to help children develop a richer understanding of cultural diversity and the wider world beyond their own community.

Setting details

Unique reference number	2732228
Local authority	Staffordshire
Inspection number	10407783
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	18
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Leek, Staffordshire. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds qualified teacher status. She accepts government funding for childcare places.

Information about this inspection

Inspector

Angela Hulme

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 spoke with the inspector during the inspection.
- 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 inspector observed the interactions between the childminder and the children.
- Parents shared written feedback of their views of the childminder 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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