

Childminder report

Inspection date: 14 March 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 knows the children well and fosters warm, nurturing relationships with them. Children arrive happily and quickly become involved in play with their friends. The childminder gathers important information from parents about children's individual routines and follows these to ensure that their care needs are consistently met. For example, younger children are gently soothed to sleep at their nap time. This supports children's personal development and emotional security. As a result, children feel safe and happy in the childminder's care.

The childminder plans play activities to inspire children's learning based on their current interests. This motivates children to learn. For example, as they complete a jigsaw of the solar system, they discuss and name some of the planets and tell the childminder that we live on Earth.

The childminder supports children's growing independence in preparation for later life, including the move to school. For example, they put on their own coats and shoes before going outside, and they manage some of their own personal care needs, such as handwashing. The childminder is calm and patient. She demonstrates kind and caring behaviour. The childminder praises children for their efforts and for helping each other. This boosts children's self-confidence and raises their self-esteem. Children learn to become kind and caring towards others.

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

- The childminder interacts beautifully with children, engaging in conversations and narrating play throughout the day. She listens carefully to what children say and responds appropriately. For instance, when children call ladybirds and spiders 'bugs', the childminder introduces the words insect and minibeast. This expands children's vocabulary and supports their communication and language development well.
- The childminder knows what children need to build on their learning, and she provides a range of resources to support them to make progress across all areas of their learning. For example, she focuses on younger children's communication and language skills by naming the farm animals and encouraging them to make the sounds, while supporting older children to develop their knowledge of number and counting as they count the number of legs on different animals. The childminder makes use of questions that are intended to support learning. However, children are not always given enough thinking time to process and respond to these because the childminder is too quick to give children the answers. This does not give children the opportunity to develop their critical thinking skills and share their ideas.
- Overall, the childminder provides good support for children's learning and

development. She knows what children can already do and plans interesting adult-led activities to build on this. However, the intentions for learning are sometimes limited by the choice of resources or the suitability of tasks. For example, children find it difficult to roll a large dice in a tray that is already filled with other resources. At times, the childminder does not fully consider children's stages of development during activities. For example, she asks two-year-old children to complete tasks, such as subitising, which are too complex for their current understanding. This means that children are not always appropriately supported to make as much progress in their learning as they could.

- Mealtimes are social times. Children sit together beautifully and demonstrate their good manners as they share a healthy snack of fresh watermelon. The childminder uses this as an opportunity to talk about the sweetness of the fruit and the shape of the slices, as well as healthy eating.
- The childminder promotes children's wider personal development effectively through a range of activities and experiences. For example, children attend events in the local community, such as services at the local church. She also teaches children about the celebrations and traditions of other cultures, such as Eid and Chinese New Year. This helps to broaden children's knowledge and deepen their understanding of their own community and the wider world.
- The childminder has completed mandatory training and regularly attends other useful training and updates to develop her professional practice.
- The childminder ensures that parents receive information and updates about their children's time with her. This is valued by parents, who speak highly of the childminder's approach and the levels of care and education she provides.

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:

- ensure that children are given sufficient time to think and form their responses to questions, so that they are able to share what they know and fully explain their thinking
- improve the planning of group activities to ensure that they are sharply focused to achieve the identified intentions for learning, building on what children already know and can do to enable them to make the best possible progress in all areas of their learning.

Setting details

Unique reference number	2741999
Local authority	Staffordshire
Inspection number	10390879
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 10
Total number of places	6
Number of children on roll	27
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Stonnall. She works alongside another registered childminder and an assistant. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers government funded early education for eligible children.

Information about this inspection

Inspector

Sarah Dukes

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision and the aims and rationale for the curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and inspector discussed the early years curriculum.
- The childminder and the inspector discussed the leadership and management of the provision.
- 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 adults and children.
- Parents shared their views 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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