

# Childminder report

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Inspection date: 16 January 2025

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Relationships between the childminder and the children are caring and respectful. For example, she provides comfort and reassurance to those children who need extra time to settle. This helps to promote their sense of security. The childminder uses distraction to redirect children's attention, helping to promote their positive behaviour and happiness. She supports them in sharing resources and asks if it is okay for their peers to join in with their play. This shows that she considers children's views.

Children enthusiastically put on their own shoes before going outside and take part in healthy routines. For instance, when children come in from the outdoors, the childminder supports them in washing their hands and having a drink of water. This teaches children good habits for life, such as personal hygiene and self-care.

The childminder engages with parents and carers from the outset to ensure that children's interests and experiences are integrated into their learning. She uses the two-year-old progress check to assess and review children's development, ensuring that any concerns are identified early and discussed with individual children's health visitors. Parents highlight the progress their children are making, particularly in their communication and social skills.

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

- The activities that the childminder provides and the training she has undertaken positively support children's next steps in learning. For instance, she recently attended specific training that has helped her to better understand the ways in which children communicate. Furthermore, she plans to pursue further professional development opportunities to enhance the monitoring of children's communication skills and understanding.
- Children make steady progress in their language development. For example, the childminder uses songs, nursery rhymes and introduces new words to broaden children's vocabulary. However, at times, the childminder's desire to keep children engaged leads her to occasionally speak over them. She asks multiple questions in quick succession and sometimes answers them herself. This means children do not always have enough time to process new information and think of their own answers.
- The childminder plans activities that enhance children's fine motor skills. For instance, children explore shape sorters, move objects with magnets, manipulate play dough and make marks in paint. These experiences help to strengthen children's grip and coordination, supporting the development of the skills that are required to hold a pencil with greater control.
- The childminder supports the development of children's early mathematical

skills. For example, she encourages children to count aloud and use their fingers to reinforce their understanding. She points out numbers in the environment to promote early number recognition. Children hear and repeat mathematical terms, such as 'up' and 'down'. They learn concepts such as colours, numbers, shapes and prepositions.

- The childminder understands how to support children with special educational needs and/or disabilities. For example, she works closely with parents, schools and other relevant professionals to meet children's individual needs. She confidently follows care plans and is aware of the available resources, such as local authority support lines, to discuss any concerns about children's learning and development.
- The childminder establishes secure partnerships with parents, offering them valuable support and advice, such as guidance on dummy usage. Parents value the regular updates they receive, which include photos and verbal information about their children's learning. They feel well informed and confident to support children's learning at home. For instance, they replicate the activities that the childminder carries out. This promotes continuity in children's learning.
- The childminder has clear systems in place to enhance her practice. For example, after attending online training, she evaluates her confidence and understanding and explores various resources to continue to build on her knowledge and skills. She attends local authority meetings to engage in relevant discussions with other providers. This helps her to stay up to date with changes in legislation.

## 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:**

- reflect on the pace of teaching to ensure that children have ample time to process and respond to new information and questions before moving on to the next idea.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 401983                                                                            |
| <b>Local authority</b>                             | Staffordshire                                                                     |
| <b>Inspection number</b>                           | 10372479                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 11                                                                                |
| <b>Date of previous inspection</b>                 | 23 April 2019                                                                     |

## Information about this early years setting

The childminder registered in 2001 and lives in Cheslyn Hay, Cannock. She operates all year round, from 7.45am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She is eligible for funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Mikaela Stallard

### Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure that 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.
- The inspector observed the interactions between the childminder and the children throughout the day and evaluated the impact on children's learning.
- The inspector spoke to children and parents during the inspection and took account of their views.
- 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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