

Childminder report

Inspection date: 4 June 2025

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The childminder has an excellent understanding of children's unique personalities and stages of development. This enables her to tailor her teaching skilfully to meet their individual needs. For example, when children express sadness, she sensitively guides them to a quiet area and encourages conversations that help them to manage their emotions. This supports self-soothing and reinforces positive messages such as 'sharing is caring'.

The childminder actively fosters children's positive behaviour, encouraging them to think about and understand the importance of rules. Parents and carers commend her unwavering attention to every child and her dedication to developing children's listening skills, recognising this as a vital part of keeping them safe.

The childminder actively helps children to learn practical life skills by establishing consistent routines that encourage self-care and hygiene. She teaches children about germs as they wash their hands, guides them to count to 10 while creating a lather and ensures they use a clean cloth to dry their hands. During toilet training, she empowers children to recognise their own bodily signals and provides frequent opportunities to practise. Every effort is celebrated with rewards, such as stickers and meaningful praise. This instils a strong sense of pride in children.

The childminder provides exceptional support for children to develop independence and decision-making skills. She encourages them to take an active role in their learning and to express their thoughts confidently. For example, while helping to set the lunch table, children notice their peer is absent and adjust the number of plates accordingly. They choose their preferred fruit and drinks for snack and request a knife and fork to cut up their own banana. These behaviours demonstrate a strong sense of belonging and self-confidence.

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

- The childminder skilfully supports children's ongoing progress by planning intentional and enriching play experiences. For example, when children are moving house, she encourages them to pack small-world furniture into cardboard boxes. This helps children to understand and process significant life changes.
- The childminder promotes inclusion by actively building on children's observations and questions about disabilities. When children notice a character wearing a cast, she introduces pictures of real people to promote meaningful conversations about differences and similarities. Additionally, children explore festivals and celebrations linked to their own communities and cultural backgrounds.

- The childminder expertly uses stories to inspire and extend children's play, stimulating their thinking and creativity. For example, after reading a story about the beach, children create their own beach environment. They transport sand, mix paint with water to replicate the sea, and refer closely to the book to add detailed elements, including a boat and a shark. This helps children to connect with the story in a deeper and more memorable way.
- The childminder fosters highly effective, open communication with parents through regular updates and meaningful conversations. Parents provide positive feedback, describing the environment as 'calm' and 'welcoming'. They highlight the personalised care their children receive and report high levels of progress in social skills, independence and speech development. Parents commend the childminder's flexibility with drop-off and pick-up times and her collaborative approach to working with families.
- The childminder enriches children's language by seamlessly weaving new vocabulary into their play. When children struggle to recall a word, she thoughtfully uses visual aids, such as a real coconut, to support their memory. Furthermore, she deepens their understanding by encouraging exploration of the object's unique qualities, such as the coconut's 'spiky' texture.
- The childminder expertly fosters everyday opportunities for children to explore counting, sorting, measuring and spatial awareness. For example, she challenges children to fit as many toy pigs as possible into a box and close the lid. When children find their spoon is too large to fit into a jar, she encourages them to think critically about different spoon sizes and possible solutions. This guides their problem-solving rather than offering direct answers.
- Children show that their prior learning is deeply embedded. For example, they spontaneously revisit physical activities, jumping from a low-level bridge and using a measuring tape to record the distance. The childminder builds on this by encouraging them to jump further each time. Additionally, children who are developing their understanding of prepositions naturally apply them in everyday language, describing when one object is 'next to' another.
- The childminder is highly reflective and consistently evaluates routines, the environment and her practice to ensure high-quality outcomes for children. She actively engages in relevant training and research and reflects on her own well-being and workload. The childminder regularly gathers parental feedback through questionnaires and uses this insight to inform ongoing improvements.
- The childminder has recently secured funding and aims to invest it in purposeful experiences that broaden children's interests, knowledge and cultural capital. She places strong emphasis on providing children with new experiences beyond their everyday lives.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY221860
Local authority	Staffordshire
Inspection number	10392299
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 August 2019

Information about this early years setting

The childminder registered in 2003. She lives in Norton Canes, Cannock. The childminder operates all year round from 8am to 5pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for children aged between nine months and four years.

Information about this inspection

Inspector
Mikaela Stallard

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and the children throughout the day and evaluated the impact on children's learning.
- The views of the children and their parents were considered by the inspector.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.

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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