

Childminder report

Inspection date: 23 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder creates a calm, structured environment, where children receive consistent routines and emotionally responsive care. She monitors sleeping babies closely and adapts her support for children who are new or less confident. As a result, even the youngest children settle quickly and build strong attachments.

The childminder's curriculum is clearly focused on school readiness, with daily experiences that promote physical coordination, emotional regulation, independence and communication. She places a strong emphasis on early mathematics, weaving it into daily routines and play. Children explore shape, size and quantity as they build rockets, solve problems and compare measurements. The childminder models mathematical language throughout the day. For example, she describes fractions when chopping fruit. Children gain a confident grasp of number, spatial awareness and problem-solving through meaningful, hands-on experiences.

The childminder provides engaging, interest-led activities that promote creativity, communication and sustained attention. When children show an interest in space, she introduces magnetic blocks for them to build rockets and brings out familiar film characters to inspire role play. Children remain involved, narrate their ideas and negotiate roles with one another, showing high levels of focus, imagination and enjoyment. In a play restaurant setup, the childminder encourages children to take orders and prepare meals using menus and props, developing early writing and social interaction through purposeful play.

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

- The childminder reflects accurately on her practice and takes proactive steps to improve. She identified early mathematics as an area to strengthen and has completed training that has led to clear improvements in how she supports number, shape and problem-solving across daily routines. She has also undertaken autism awareness training. The childminder stays informed about local priorities, such as reviewing health guidance for parents on food safety and immunisation. She ensures that her practice remains current.
- The childminder uses additional funding purposefully to enhance learning. She selects resources and experiences that align with children's developmental needs, such as physical play equipment and sensory materials. These targeted enhancements help support the progress of the children who they are intended for.
- Strong and trusting partnerships with parents underpin the childminder's work. She provides regular updates through messages, photos and daily feedback, helping parents feel informed and involved in their child's development. Families

describe the childminder as professional, nurturing and responsive.

- The childminder gives careful attention to each child's developmental priorities when planning activities, such as supporting independence in toileting or building core vocabulary using themed story sacks and sensory trays. These plans reflect a secure understanding of individual needs and interests. However, the childminder does not consistently provide a high level of challenge that fully extends children's learning, especially for the youngest children. This reduces the depth of learning children can achieve.
- The childminder enriches outdoor learning through purposeful outings, including local walks, bus and train rides and farm visits. These experiences broaden children's understanding of the world and strengthen their social confidence. Within the setting, the childminder ensures that children access the outdoor area regularly. However, she does not yet plan outdoor experiences that fully reflect all areas of learning as effectively as those indoors.
- The childminder enhances communication and language development through interest-led activities. She seizes moments during play, such as when children spot 'aliens' through a pretend telescope, to model new vocabulary and encourage expressive language. She plans opportunities for emerging talkers through repetition, naming and interactive toys. Children grow in confidence to express themselves, narrate their play and join conversations.
- The childminder creates a respectful and nurturing environment, where children behave with kindness, take turns and support one another. She models polite language and encourages children to use good manners and resolve minor conflicts calmly. Children show high levels of emotional security and positive attitudes towards learning, which contributes to their strong engagement.
- The childminder supports children's personal development successfully and helps them to build their confidence, independence and sense of responsibility. She involves children in daily routines and decision-making. For example, children choose how their fruit is prepared, fetch their own shoes and help clean up using a mini Hoover.

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:

- consider ways to provide even more challenge, especially for younger children, to enhance their learning even further
- review the planning for outdoors to enable children to receive purposeful play

and learning opportunities that cover all seven areas of learning.

Setting details

Unique reference number	EY273958
Local authority	Dudley
Inspection number	10388813
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	10
Date of previous inspection	31 July 2019

Information about this early years setting

The childminder registered in 2003 and lives in Halesowen, West Midlands. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides early years funded places.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children interacted 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.
- 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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