

Childminder report

Inspection date:

24 June 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The childminder has made some effort to improve the setting since her last inspection. However, there are still areas that require further attention. The childminder has received support from the local authority to improve the learning environment. She has devised prompt sheets to support her understanding of the areas of learning, and children's next steps in learning are displayed on the wall. However, the childminder's assessment of what children need to learn next is not sharply focused and does not align to individual children's next stage of development. Therefore, it is difficult for the childminder to quickly address gaps in children's progress and to move learning forward.

Children are happy and settle quickly as they arrive at the setting. They have developed sound relationships with the childminder and her assistants. The childminder speaks kindly to children as they play and uses praise to promote children's positive behaviour. Children have regular opportunities to play outdoors in the childminder's garden. The childminder reminds children how to stay safe as they explore the outdoor environment, and children respond to simple requests to keep sand in the tray and to use small tools appropriately. Children excitedly chase and pop bubbles. The childminder encourages them to have a go by modelling the actions and repeating the words 'dip, dip, blow'. The children happily copy the childminder's actions and receive praise for their perseverance. Children regularly visit local play areas and groups in the community, where they meet new friends and have broader opportunities to experience large physical play.

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

- The quality of teaching remains variable. The childminder does not inspire children to learn, or help them to remain interested, as her knowledge of how children learn requires further development. The childminder does not complete assessments well enough for them to be purposeful or to identify the difference in developmental stages when planning the learning intentions for each child. As a result, children frequently move from one area to another and do not engage in learning for sustained periods. This means children do not build on existing skills to learn more.
- The childminder provides a variety of activities and resources that children can self-select. Children are confident to choose resources that interest them, but, on occasion, they choose resources that are too advanced for their stage of development. At these times, the childminder does not respond effectively to adapt the learning opportunities. This means children do not progress as quickly as they could.
- The childminder introduces children to songs and stories. Children happily sit together and repeat familiar words and phrases during story and rhyme time.

They recognise the food the caterpillar eats and confidently identify the butterfly in a familiar book. Children dance and sing and enjoy friendly conversations with the childminder and their friends. This builds their confidence and shows they feel safe and happy.

- Children behave well and are kind to one another. They learn to share and take turns with support from the childminder. The childminder provides timely reminders to children to 'share with your friends' when they want the same toy. This helps children to understand what is expected of them.
- Children learn to be healthy. They have fresh fruit at snack time. Children sit together during mealtimes, and the childminder discusses the healthy food in their lunch boxes. Children are supported to choose their own drinks to ensure that they remain hydrated in warm weather. However, the childminder uses a small cubicle for children's personal care and this does not fully support them to develop independent self-help skills, such as handwashing or toilet-training.
- The childminder understands how to support children with special educational needs and/or disabilities. The childminder works closely with parents to ensure that they are aware of the professional support available. The childminder has established contacts with other professionals to ensure that children receive support promptly.
- Parents appreciate the care their children receive. They share that their children bond well with the childminder and make friends. Parents say their children enjoy attending and that they feel supported as families. Parents receive daily updates on their children's activities to prompt learning at home.
- The childminder provides suitable support and guidance for assistants. She ensures that they receive safeguarding training and understand the needs of all children to promote their safety and well-being. However, the childminder does not prioritise her own professional development to promote continuous improvement. This impacts the rate at which children progress.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
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implement an ambitious curriculum and provide targeted activities for children's progress needs that inspire children to focus and engage in more sustained, meaningful play	11/07/2025
use assessment purposefully to identify appropriate next steps for children that provide suitable levels of challenge and sequences their learning.	11/07/2025

To further improve the quality of the early years provision, the provider should:

- evaluate the arrangements for personal care to develop children's independence in self-help skills
- prioritise professional development to raise the quality of education and learning in the setting.

Setting details

Unique reference number	EY285107
Local authority	Birmingham
Inspection number	10369648
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 8
Total number of places	12
Number of children on roll	3
Date of previous inspection	24 September 2024

Information about this early years setting

The childminder registered in 2004 and lives in Birmingham. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She occasionally works with an assistant. The childminder provides funded early education for eligible children.

Information about this inspection

Inspector

Karen Millerchip

Inspection activities

- The childminder and the inspector discussed how the curriculum has been implemented and the impact this has had on the children's learning.
- The inspector spoke with the childminder about the teaching and learning taking place at the setting.
- The inspector spoke to parents about their experience of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder, the assistant and the children.
- The inspector interacted with the children during their play.

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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