

Childminder report

Inspection date: 30 September 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 provides a nurturing and supportive environment, where children feel safe and secure. Children form strong attachments and confidently seek comfort and reassurance. For example, they sit with the childminder to share a story or enjoy a cuddle. This enables them to settle quickly and promotes their emotional well-being. The childminder designs the curriculum to build on children's individual interests and next steps in learning. For example, when children show curiosity about cars, the childminder provides a range of activities, such as washing large toy cars outdoors. Children develop their fine motor skills as they squeeze sponges and operate spray bottles. They begin to develop early problem-solving skills as they work out how to use the trigger mechanism on the spray bottle effectively.

The childminder provides different opportunities for children to develop their independence in readiness for the next stage of their learning. They manage personal care needs, such as putting on shoes before outdoor play, with growing confidence. Children show resilience and curiosity as they explore and test their ideas. For instance, when rebuilding towers that have fallen, they persevere until they succeed. The childminder supports children effectively to think for themselves. This fosters confidence, perseverance and a positive approach to learning.

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

- The childminder is committed to her professional development. She regularly attends training to maintain a thorough understanding of statutory requirements and any changes, ensuring her knowledge remains current. She works collaboratively with other childminders to share ideas and develop strategies that enhance children's learning and development.
- Parents speak highly of the childminder's dedication and commitment to her work. The childminder works closely with parents to manage any delays in learning and this has a positive impact on children's progress. Parents value the excellent communication and the practical ideas provided to support learning at home. This helps ensure consistency and continuity for their children in her care.
- Most children engage well in the activities on offer. They enjoy opportunities to develop their awareness of the changing seasons. For example, older children concentrate as they explore autumnal resources and stick leaves onto their pictures. However, the childminder does not always plan and implement activities effectively to capture the attention of younger children. At times, younger children spend longer observing rather than actively taking part, which limits their opportunity to practise and extend their own skills.
- The childminder establishes consistent routines that children follow with confidence. They understand what is happening next and respond positively to

changes, such as eagerly preparing to go outside to the garden. Routines for handwashing are firmly embedded. Children confidently explain why this is important, demonstrating their growing understanding of health and personal care. These practices support children's independence, promote their well-being and help prepare them for their future learning.

- The childminder talks to children about what they are learning so that they hear new language and begin to build on their vocabulary. She introduces words such as autumn and leaves and explains how some leaves are different from others. These interactions support children's communication and early understanding of the world around them. However, there are times when the childminder does not extend children's learning beyond what they already know and can do. As a result, children are not always challenged to deepen their knowledge and make the best possible progress.
- Children have valuable opportunities to develop their social skills through a variety of activities, including regular visits to local playgroups and soft-play sessions. These experiences help them build confidence to join in with others and form friendships with their peers. For instance, during play, children take turns riding in the cars and playing ball games together, learning to cooperate, share and communicate effectively. These interactions support their personal and social development.
- Children develop their awareness of others in the community and learn to appreciate cultural diversity. The childminder provides a range of activities and stories to explore different festivals, such as Hanukkah, Christmas and Diwali. This helps children to understand both the similarities and differences between what others celebrate. These experiences promote respect, curiosity and positive attitudes towards others.

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:

- review planning and implementation of activities to consider the age and ability of younger children, to ensure children fully engage and remain focused on their learning
- consider ways to adapt teaching to help extend children's knowledge and understanding beyond what they already know and can do, so they make even better progress in their learning.

Setting details

Unique reference number	EY285201
Local authority	Worcestershire
Inspection number	10398986
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	4
Date of previous inspection	15 November 2019

Information about this early years setting

The childminder registered in 2004 and lives in Droitwich, Worcestershire. She operates Monday to Wednesday, from 8am until 5pm, all year around, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector

Katherine Wilson

Inspection activities

- 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 children.
- The childminder and inspector held a discussion following an activity about how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their written views of the childminder 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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