

Childminder report

Inspection date:

17 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

Children are very joyful, safe and confident in the childminder's home. The childminder's home is well maintained, with safety gates at key points, allowing children to move freely within safe boundaries. The childminder supervises children closely, happily engaging in their play, which supports strong attachments and emotional security. Children develop independence and decision-making skills while learning to keep themselves safe through enjoyable routines, such as shuffling safely down the stairs.

Resources are thoughtfully displayed at children's level, promoting children's ownership of play. The childminder creates an atmosphere of free exploration, stimulating activities and combined resources that motivate children to extend their play. For example, when children look at tomato and strawberry plants, they find a caterpillar under a leaf. They extend their learning by reading a book about the hungry caterpillar and looking for hidden mini beasts with magnifying glasses. This fosters curiosity, problem-solving and early understanding of nature and sustainability.

Children engage in meaningful conversations and role play, using rich vocabulary and complex sentences. They recall stories, make predictions and act out characters, such as a Gruffalo and Fiona and a donkey, while linking stories to real-life experiences, deepening their understanding. The childminder's dialogue with children about community helpers and role-play scenarios extends their vocabulary, comprehension and confidence in communication.

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

- The childminder provides a balanced and ambitious curriculum that builds on children's interests and their initial starting points. Children's initial profiles and ongoing observations inform the childminder's planning, ensuring activities are meaningful, relevant and personalised to each child's individual needs. Children explore seasonal themes, community events, nature and hands-on experiences such as growing vegetables.
- The childminder supports children's communication and language exceptionally well. Children are encouraged to ask questions, express themselves clearly and develop early literacy skills, including initial sounds. This also includes name recognition and story language. Children benefit from many stimulating story sessions and sing plenty of traditional nursery rhymes.
- Children demonstrate excellent behaviour, self-control and social skills. They show confidence, take turns, follow instructions and respond positively to the childminder's meaningful praise. The childminder consistently encourages and models polite interactions and consideration for others. Children celebrate

achievements and feel valued. This supports their self-esteem and fosters a positive and respectful learning environment.

- Children make good progress in early mathematics through play-based learning. Children benefit from a vast number of activities that include puzzles, shapes, sizes and problem-solving role play, such as pizza-making and shape-sorting games.
- The childminder extends learning by encouraging children to compare quantities, predict outcomes and recall numbers and sequences. However, at times, the childminder does not allow children enough time to solidify their learning, formulate and express their thoughts before transitioning between activities. This does not support the development of children's ability to engage deeply with learning tasks.
- The childminder promotes healthy lifestyles through teaching children about nutrition, positive hygiene practices and supporting their physical development. Children benefit from healthy snacks and learn about the nutritional value of healthy choices. Children remember to wash their hands before and after meals and after playing in the garden. They enjoy dancing, movement games and playing outdoors.
- Parents speak highly of the childminder's care and experience. They talk about children's achievements and progress in all areas of learning. Parents appreciate the childminder's extensive knowledge of child development, responsive approach and ability to tailor routines to their children's individual needs. The childminder's open communication, regular updates and regular discussions with parents strengthen partnerships with all families and fosters children's continuity of care.
- The childminder effectively teaches children about their communities and a range of occupations. Through activities such as doctor role play, firefighter scenarios and discussions about community helpers like the police, lifeboat crews and waste collectors. Children explore real-life situations in a hands-on and engaging way. This approach helps children develop a deeper understanding of the world around them and how emergency services support communities.
- The childminder engages in ongoing professional development. She completes both mandatory and complementary training to enhance her teaching methods and continuously expand the activities she provides for children.

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 transitions between activities to give children enough time to consolidate learning and express their thoughts fully.

Setting details

Unique reference number	EY304462
Local authority	Birmingham
Inspection number	10399684
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 December 2019

Information about this early years setting

The childminder registered in 2005 and lives in Sutton Coldfield, West Midlands. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government funded early years education for all eligible children.

Information about this inspection

Inspector

Anna Makowska

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures 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 their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder's setting with the inspector.

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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