

Childminder report

Inspection date:

3 September 2025

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides warm, caring interactions where children feel safe and secure. Children form close bonds with the childminder who offers consistent reassurance and praise. For example, when children write their names during mark making, the childminder praises their effort and children confidently share what they have done. Children feel proud of their achievements and develop a strong sense of belonging.

The childminder's curriculum aims are rooted in creating a homely environment where children learn through everyday routines, seasonal topics and opportunities in the local community. She plans a wide range of curriculum experiences, such as helping children understand the passing of time through birthdays, festivals and seasonal changes. The childminder adapts her planning to reflect children's backgrounds. For example, she incorporates children's cultural celebrations and supports them through changes at home, such as the arrival of a new baby. Children develop a sense of identity and build the confidence to engage in their learning.

Children behave well and respond positively to the childminder's calm and consistent approach. She models good manners and builds routines that help children understand what is expected, such as tidying away before choosing something new. Children cooperate with others, show respect in their play and develop the social skills they need for school.

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

- The childminder reflects on her practice and sets clear aims for improvement, such as enhancing resources to support children's understanding of emotions. She keeps up to date with changes in guidance, completes online training and uses professional forums to inform her work. This self-evaluation helps the childminder to implement her curriculum intentions so she can impact positively on children's learning.
- The childminder builds strong partnerships with parents. She shares detailed updates and provides activity packs and resources that families can use at home. For example, she has worked closely with parents on supporting children's diet, toileting and confidence. The childminder encourages consistent strategies between home and the setting so children can progress and develop important skills in both environments.
- The childminder plans activities with clear intentions that reflect children's next steps in learning. However, she does not differentiate planned learning experiences well enough to fully meet the varied needs of all children. While she matches learning closely to some children's needs, others have slightly reduced

chances to extend their play and thinking. This means not every child is consistently challenged at their own level, which reduces opportunities to deepen concentration and make stronger progress.

- The childminder has improved the learning environment so that it is safe and accessible, enabling children to make independent choices. However, she has not yet organised the space to consistently inspire children's independent play choices across all areas of learning. There are times when children rely on the childminder to make their play choices, reducing opportunities for them to make decisions and lead their own play and learning.
- The childminder places a strong focus on developing children's communication and language. She introduces new vocabulary during activities and models correct pronunciation so children build accuracy and confidence. For example, the childminder uses props to help children to recall and retell familiar stories. Children become confident communicators who enjoy expressing their thoughts.
- The childminder follows effective hygiene routines and reinforces these routines with children. She supervises handwashing before eating and after using the toilet, ensuring children learn the importance of keeping themselves clean. The childminder manages nappy-changing procedures well to minimise risks of cross-infection. Children gain the confidence to manage their own personal care.
- The childminder promotes children's health through nutritious food choices and daily routines. For example, she encourages children to peel their own fruit at snack time, to help them develop independence and take an active role in preparing what they eat. She has also adapted menus to include wholemeal bread and pasta to support children's awareness of healthy options. Children begin to understand how their choices contribute to a healthy lifestyle.
- The childminder supports children to manage their feelings and develop close friendships. She helps them understand that it is normal to feel sad or upset and gives reassurance so they feel secure when separating from parents. Children learn to share the childminder's attention and show kindness to one another. They develop the emotional security they need for future learning.

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:

- match learning experiences more precisely to the needs of each child, so they are challenged fully at their own level
- review and organise the learning environment so that resources inspire

independent play and give children consistent access to all areas of learning.

Setting details

Unique reference number	EY334925
Local authority	Dudley
Inspection number	10368871
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	2 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	10 September 2024

Information about this early years setting

The childminder registered in 2006 and lives in Halesowen, Dudley. She operates all year round, from 7.30am to 5.30pm, from Monday to Friday, except for bank holidays and family holidays. She holds a relevant early years qualification at level 4. The childminder provides funded early years places.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided 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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