

Childminder report

Inspection date: 2 May 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 flourish in the care of this warm and knowledgeable childminder. Children arrive happy and eager to start their day. They wave goodbye to their parents at the door, hang their bags and jackets on their peg, and engage in an activity set out for them. Children confidently interact with unfamiliar adults, sharing stories about their recent holidays and talking about their siblings. This demonstrates that children feel safe and secure.

Children thoroughly enjoy learning early mathematics. They engage in a shape-recognition activity. They take turns to name the shapes and then sort them into the correct cups. Children learn new shapes, such as 'hexagon' and 'oval'. They remember that hexagons have six sides, and triangles have three sides. Children spontaneously mark make shapes in the rug using their fingers. Mathematics is naturally woven through the childminder's practice, which supports children's understanding of early mathematical language and concepts.

Children respond well to the boundaries in place. The childminder knows the children she cares for well and anticipates how transitions throughout the day may impact children's emotions and subsequent behaviours. The childminder takes time to explain things to children, such as how long is left on an activity and what is coming next. This helps to manage children's expectations, and children's behaviour is good.

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

- The childminder has developed a broad and varied curriculum. Outdoor learning is a significant feature. Forest-school-inspired sessions and regular trips to local areas of interest support children to build resilience and confidence. Children talk about previous outings excitedly, and the childminder encourages children to remember what they learned. This helps children to consolidate their learning.
- The childminder knows the children she cares for very well and talks in-depth about their progress and development. Identified strategies to support children's learning are applied consistently, for example supporting children's speech and the pronunciation of letters. The childminder discusses how she would support children with special educational needs and /or disabilities. As a result, all children make good progress in their learning.
- The childminder ensures that her interactions with children promote their communication and language skills. Children explore books and enjoy singing along to familiar nursery rhymes. The childminder asks children lots of questions, supporting them to use their spoken language. In response, children also ask lots of questions. This enhances their language and understanding and supports them to be inquisitive learners.

- Children have lots of opportunities to develop their independence skills. They pour their own drinks at snack time and take off their own shoes and jackets. Children are encouraged to take turns throughout the day. They form friendships with each other and enjoy playing together. The childminder supports children to develop their confidence. This is evident when she encourages children to sing a song on their own.
- The quality of teaching is strong. The childminder is flexible and responsive to children, adapting to their evolving interests. She supports their critical thinking skills, and children enjoy discussing their own ideas. The childminder's interactions provoke children to solve problems for themselves. For example, when a jigsaw piece does not fit into the space, she asks them why it does not. Children decide it is too big and then proceed to look for a smaller space.
- The childminder supports children to understand the world around them. She takes time to explain concepts and ideas with children, and they regularly explore their local community. The childminder plans activities to reflect various cultural festivals and seasonal celebrations, such as Chinese New Year. However, opportunities for children to gain knowledge about similarities and differences between themselves and others in communities and families beyond their own are not yet fully developed.
- Parents speak very highly of the service the childminder provides and describe it as a 'home from home'. They are confident that their children are safe and happy in her care. They describe the communication they receive as excellent. Children's development and targets are shared with parents and other settings that children attend. This supports children to make the best possible progress, allowing continuity of care.
- The childminder ensures that she stays up to date with mandatory training and updates. She is part of a network of childminders, attending regular groups together. This helps her to support her own well-being and share good practice with 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:

- enhance opportunities for children to gain a deeper understanding of similarities and differences between themselves and others, in families and communities beyond their own.

Setting details

Unique reference number	EY338767
Local authority	Staffordshire
Inspection number	10380259
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 June 2019

Information about this early years setting

The childminder registered in 2006 and lives in Stafford. She operates from 9am to 4pm on Monday, Wednesday, Thursday and Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides government early education funding for eligible children.

Information about this inspection

Inspector

Roxanne Mason

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about the children's learning and development.
- The children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this is having on the children's learning.
- The inspector and the childminder carried out a joint observation of an activity.
- Parents shared their views of the setting with the inspector.
- The childminder and inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.

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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