

# Childminder report

---

Inspection date: 6 August 2025

|                              |             |
|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
|------------------------------|-------------|

---

|                          |             |
|--------------------------|-------------|
| The quality of education | <b>Good</b> |
|--------------------------|-------------|

|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
|----------------------|-------------|

|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

|                                              |      |
|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder shapes her curriculum to enhance children's experiences. For example, she evaluates the impact of community activities and adjusts her approach to ensure all children benefit. She values outdoor learning, particularly for children who live in flats, ensuring they go out daily and in all weathers. Aware of the limitations of her garden, she takes children to the local park, providing them with opportunities to further develop their larger physical skills, such as climbing.

The childminder and her assistants build positive relationships with children, regularly singing to them throughout the day. As a result, children recognise and join in with familiar songs, and even sing spontaneously. For example, they sing 'Happy Birthday' to the childminder while making a pretend cake, fostering joyful interactions. Children express pride in their achievements, saying, 'Look what I have done,' which reflects their growing confidence and emotional security.

The childminder sets clear expectations and routines, helping children to understand important house rules, such as sitting at the table during mark-making activities. She models polite language, such as saying please and thank you, which children begin to use independently. During play, children demonstrate cooperation by sharing, inviting others to join and confidently expressing their needs. These actions highlight their developing social and communication skills.

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

- Children engage in a variety of physical activities that support their development. For example, they build small-muscle control by scooping and pouring rice, enhance hand-eye coordination by using glue spreaders, and strengthen their gross motor skills as they use hammers to free small-world animals trapped in ice.
- The childminder and her assistants model the correct use of tools, such as pipettes. This helps children to understand how to use them and boosts their confidence to try independently. However, during some creative activities, children are not always given the opportunity to freely express their ideas. For instance, when provided with pre-made monster templates and pre-cut features, their ability to create unique designs is limited.
- The childminder and her assistants attend mandatory training. However, they are yet to engage in a broad range of professional development opportunities as part of a structured development plan. This means there is no clear strategy or intention guiding their professional growth.
- The childminder is aware of the importance of sun safety. For example, when playing outside, she moves activities into the shade, provides children with hats, and ensures their shoulders are covered with appropriate clothing. These

measures promote children's comfort and reduce the risk of sunburn. Additionally, she prepares fruit-infused water to encourage children to drink more, helping them to stay hydrated and healthy.

- The childminder and her assistants maintain high hygiene standards. For instance, they encourage children to blow their noses and wash their hands independently. After sneezing, they politely say 'bless you' and provide antibacterial gel, reinforcing positive routines.
- The childminder has experience of supporting children with special educational needs and/or disabilities. She closely monitors children's progress to identify any developmental concerns early. If concerns arise, she knows to discuss these with parents and carers and collaborate with other professionals to ensure the appropriate support is in place.
- The childminder and her assistants are learning Mandarin words to support children whose home language is Mandarin. For example, they teach children the names of colours in both Mandarin and English. This helps to build confidence in children's communication skills and promotes cultural awareness.
- The childminder acknowledges the positive relationships she has built with parents, which play a key role in supporting children's progress. Parents appreciate the nurturing, homely environment she provides and her genuine care for their children. They value the regular updates and photos she shares, highlighting their children's progress. They praise the support and advice she offers with toilet training, which helps them to support their children at home.

## 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:**

- develop a structured development plan for yourself and any assistants you work with to enhance knowledge and further improve practice
- strengthen creative activities to provide children with more opportunities to generate and express their own ideas.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY357218                                                                          |
| <b>Local authority</b>                             | Birmingham                                                                        |
| <b>Inspection number</b>                           | 10398325                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 10                                                                           |
| <b>Total number of places</b>                      | 18                                                                                |
| <b>Number of children on roll</b>                  | 15                                                                                |
| <b>Date of previous inspection</b>                 | 15 October 2019                                                                   |

## Information about this early years setting

The childminder registered in 2007 and lives in Birmingham. She operates all year round, Tuesday to Friday, from 7.30am to 5pm, and Monday from 8am to 9am and from 3pm to 5pm for school-age children. The childminder holds a level 3 childcare qualification and employs several assistants. She receives funding for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Mikaela Stallard

## Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector carried out a joint observation with the childminder to reflect on and assess practice.
- The inspector observed interactions throughout the day and evaluated the impact on children's learning.
- The views of parents were considered by the inspector through verbal discussions and feedback forms.
- Children interacted with the inspector during the inspection.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household as well as child attendance records.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025