

# Childminder report

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Inspection date:

20 August 2025

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### The provision requires improvement

Planned activities do not offer children opportunities to build on what they already know and can do. The childminder does not fully recognise what she wants children to intentionally learn. She has not targeted professional development opportunities to help her to extend children's learning. That being said, the childminder takes time to get to know each child's interests and offers children resources and activities they enjoy. For example, she notices that children enjoy using paints, so she provides different colours and various painting tools for them to explore. The childminder joins in and paints with the children, who enjoy the time she spends playing alongside them.

The childminder does not precisely focus activities on what each child needs to learn next. Opportunities for children to achieve next steps in learning are not embedded. However, the childminder offers opportunities for children to learn first-hand. For example, children are supported to bake cakes. During these activities, they are excited to taste their baking and share it with their families.

Children are happy when they join the childminder in her home as she offers them cuddles and reassurances when they need her support. The childminder wants children to feel happy and comfortable as they become settled in her care. She plans special events, such as tea parties, so children can enjoy birthday celebrations.

The childminder has clear expectations for children's behaviour. She uses praise when she sees children playing nicely or helping to tidy away. She encourages children to show care, and children demonstrate this as they play gently with the toys.

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

- Overall, the childminder's safeguarding knowledge is effective. She ensures that her home is safe and carries out daily checks to maintain a suitable environment. She helps children practise evacuation procedures and has undertaken safeguarding training to help her address safeguarding concerns. However, the childminder does not yet record any concerns she may have or use a system to ensure that concerns are organised effectively and are readily available for review.
- The childminder is warm and caring in her interactions with children. She plays alongside them, and children respond with smiles. They enjoy the activities the childminder provides. However, these are planned largely around what children like to do rather than what they need to learn next. Activities are not consistently tailored to meet the individual learning and development needs of

each child. This limits the progress children make across all areas of learning.

- The childminder has completed some professional development, such as learning how to support children's behaviour through positive interactions, and she has made plans to learn about the new statutory changes. However, her professional development opportunities are not yet focused enough to help her raise the overall quality of teaching and learning.
- The childminder undertakes progress checks for children aged between two and three years and records some of the milestones children have achieved, which she shares with parents. However, the childminder does not consistently tell parents about what their child needs to learn next across all areas of learning, or how they can support their child's learning at home.
- The childminder supports children to develop their communication and language skills. She offers them opportunities to listen to and join in with stories and songs. The childminder selects books she knows children will enjoy. For example, they share animal books together and laugh as they copy animal sounds. That being said, strategies to build the vocabulary of children who speak English as an additional language are less effective.
- The childminder supports children to learn positive behaviour. When issues arise, she responds promptly and helps children to understand how to manage their actions. For example, when children struggle to share, she encourages them to consider how others are feeling, helping them to modify their behaviour appropriately. She offers praise when children show kindness or follow instructions, which encourages them to continue making positive choices.
- The childminder gathers information from parents before children start and plans settling-in sessions to ease them into the home-from-home environment that she provides. The childminder makes adaptations to her daily routine to help new children settle more quickly. For example, she lets children be carried or rocked, so they develop secure attachments to her.

## 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 meet the requirements of the early years foundation stage and Childcare Register the provider must:**

|                                                                                                                  | Due date   |
|------------------------------------------------------------------------------------------------------------------|------------|
| ensure that any concerns regarding children are recorded and organised effectively so they are readily available | 20/09/2025 |

|                                                                                                                                                                                                            |            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| plan and implement a well-sequenced curriculum that builds on children's knowledge and skills to help them make good progress in all areas of learning                                                     | 31/10/2025 |
| undertake professional development opportunities to gain the knowledge and skills needed to raise the overall quality of the provision and provide quality teaching and learning experiences for children. | 31/10/2025 |

**To further improve the quality of the early years provision, the provider should:**

- build on partnership with parents and share information with them to better support children's learning and development
- support children who speak English as an additional language to develop their communication skills.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY362274                                                                          |
| <b>Local authority</b>                             | Worcestershire                                                                    |
| <b>Inspection number</b>                           | 10373735                                                                          |
| <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> | 1 to 7                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 5                                                                                 |
| <b>Date of previous inspection</b>                 | 1 June 2022                                                                       |

## Information about this early years setting

The childminder registered in 2007 and lives in Lyppard Hanford, Worcester. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded places for children from the age of nine months. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

**Inspector**  
Victoria Laird

### Inspection activities

- The inspector carried out a learning walk with the childminder and discussed how the curriculum is delivered.
- The inspector observed the interactions between the childminder and the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of members of the household.
- The inspector took account of written feedback provided by parents.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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