

Childminder report

Inspection date:

28 July 2025

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children flourish in this warm, nurturing setting where they feel valued and happy. They form secure, trusting relationships with the childminder, who provides a vibrant, welcoming atmosphere in which children settle quickly and feel safe. The childminder sets clear expectations for positive behaviour, which supports children to manage their feelings and develop respect for others. Children are exceptionally well behaved and show kindness and compassion to their friends. Children demonstrate confidence and display a strong sense of pride. They eagerly participate in daily routines and independently complete tasks, such as cleaning the table before lunch, opening packets and pots from their lunch box, and putting on their shoes ready to go outside.

The childminder has a clear vision of what children need to learn next and has an excellent understanding of the different ways in which children learn. Children are fascinated by the learning opportunities the childminder provides. They enthusiastically identify their holiday destination on a world map and describe the type of transport used to travel there. They are curious learners and confidently ask questions to extend their own ideas and interests. This ensures all children make rapid progress in their learning and development.

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

- The childminder has high aspirations for all children. She provides an ambitious, well-planned curriculum that is sharply focused on the individual needs and interests of children. She confidently supports children's progress by skilfully building on what they already know and can do. Her in-depth knowledge of each child enables her to create rich learning opportunities that motivate and inspire them.
- The childminder makes regular, sharply focused assessments of children's learning and development. She uses this information to accurately plan and sequence activities to embed and enhance children's learning. The childminder continually observes how children behave and interact and uses a wide variety of effective teaching strategies to match their individual learning styles and interests. The childminder takes prompt action to ensure children receive targeted support for any identified learning needs. This ensures children make consistent progress in relation to their starting points.
- Children thrive in this language-rich environment. They spend long periods engaged in looking at fiction and non-fiction books. The childminder provides a wide range of books linked to planned topics. For example, the current topic is sea creatures. Children are captivated by the pictures of whales and sharks and ask numerous questions to satisfy their curiosity and extend their understanding. The childminder models the correct names and describes the different

characteristics of each creature. For example, she mimics a puffer fish by filling out her cheeks and then quickly expelling the air. They listen intently and show a strong sense of achievement as they correctly identify the different sea creatures and find the corresponding information card. The childminder uses high levels of praise and encouragement to support children to persevere. This ensures children develop skills to support them as they move on to their next stage of education.

- Children are extremely eager to play, explore and learn. They show deep concentration and fascination when they engage in exciting activities. For example, they quickly recognise how a magnet works as they move balls by moving the magnet across them. They spontaneously identify other toys that have magnets, such as trains and integrate them into the game. The childminder seamlessly introduces new words to extend their vocabulary, such as 'force', 'repel' and 'connect'. The childminder is highly attuned to notice their changing interests and skilfully builds on these to develop their confidence in listening, speaking and problem-solving skills.
- Children learn about healthy lifestyles. They regularly play in the garden and go on frequent trips to local parks and places of interest. While in the garden, children confidently explain how they grow, pick and cook different vegetables and recognise herbs by their smell. For example, children know that mint smells like toothpaste and green beans are 'cooked for dinner'. They show high levels of concentration as they confidently use a magnifying glass to watch a spider in its web and look under pots for insects. The childminder plans regular outings to build on children's interests. For example, children express an interest in travelling on a bus, so the childminder plans an exciting day out using public transport.
- Children show kindness and consideration towards their friends. They play collaboratively and resolve minor disputes independently. For example, when children express their preference to collect and count the blue balls with the 'shark grabber' children respect their wishes and happily comply and share resources. The childminder is very adept at knowing when to stand back and watch and when to provide sensitive timely support. Children learn to recognise their feelings and emotions as the childminder uses simple words, emotion cards and resources to help them self-regulate.
- The childminder prioritises her professional development. She regularly undertakes focused training to expand her knowledge and improve outcomes for children. She evaluates her practice and applies new learning to introduce positive changes. Therefore, children benefit from high-quality care in an adaptable learning environment that meets their needs extremely well.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY380494
Local authority	Walsall
Inspection number	10398073
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	0 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 October 2019

Information about this early years setting

The childminder registered in 2008 and lives in Sutton Coldfield, West Midlands. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides early education funding for all eligible children.

Information about this inspection

Inspector

Karen Millerchip

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector spoke with the childminder about the teaching and learning taking place at the setting.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of the written views of 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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