

Childminder report

Inspection date: 7 May 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 actively supports children in taking responsibility for their own self-care. For example, she teaches them to use the toilet, put on their own coats and manage their personal hygiene. She encourages them to 'try again' when practising tasks that require hand-eye coordination. This builds resilience and confidence in a secure environment. Children feel safe to make mistakes and learn from them.

Children enjoy engaging in role play with dolls, where they demonstrate how to care for others. For example, they ensure that their dolls are sitting comfortably during story time, offering them drinks and pretend food. They practise sharing with their peers, and the childminder consistently praises them when they do. This positive reinforcement encourages the development of kind, cooperative behaviour.

The childminder takes children out daily to explore the local community, including visits to parks and nature reserves. This nurtures children's curiosity about the world. Children celebrate cultural diversity alongside children in the care of other childminders at groups and restaurants, where they take part in food tasting. They engage in small-world play themed around community helpers, such as firefighters, which deepens their understanding of 'people who help us'.

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

- The childminder values child-led learning and encourages children to explore activities that reflect their interests. For example, children happily bend straws into shapes and use tweezers to pick up coloured dinosaurs, placing them into matching bowls. The childminder offers a variety of activities, such as colouring, to promote both children's fine motor development and their engagement.
- Children develop essential mathematical skills through play, such as exploring shapes and numbers in their environment. For example, they recognise that bunting is made up of triangles and identify numbers on toy trains. Children practise counting aloud. They learn how to count on and subtract by taking one away.
- The childminder encourages children to choose stories to share and enjoy listening to together. However, she does not always evaluate how children respond to her questions, particularly those who are quieter or less confident. For example, she often asks direct questions that interrupt children's natural speech, making it harder for them to express themselves.
- The childminder actively promotes independence and problem-solving by encouraging children to attempt tasks for themselves, such as taping their own flags. Babies are given the time and space to place pieces of train track into position and are supported to practise using cutlery during mealtimes. These experiences help children to develop confidence in managing everyday tasks.

- The childminder supports children's personal care needs effectively, such as respectfully asking for their permission before changing their nappy. She teaches children to wash their hands at key times during the day, such as after blowing their nose. However, she does not always use these opportunities to help children to understand the importance of good hygiene.
- The childminder builds strong partnerships with parents and carers by providing regular updates on children's care and development. She completes daily diaries and maintains open communication during drop-off and pick-up times. After discussing children's routines at home, she provides families with 'oral health packs' to reinforce messages about tooth brushing, promoting healthy habits.
- Parents are highly positive about the care and education their children receive, noting the progress children have made in their development. They particularly value the regular outings to the local community, recognising how these experiences help to 'broaden children's understanding of the world'.
- Although there are currently no children with special educational needs and/or disabilities on roll, the childminder is committed to being fully prepared to support any future children. For example, she has enrolled in relevant training to enhance her ability to support children with additional needs.
- The childminder continuously develops her professional skills by engaging in relevant training, including attending courses recommended by other childminders. She participates in forums and online webinars, using these opportunities to connect with other professionals, exchange ideas and gain insights that enhance her practice.

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:

- review and develop the use of questions when interacting with quieter children to further build on their confidence and communication skills
- help children to build on their understanding of hygiene practices, such as explaining why it is important to wash their hands after blowing their nose.

Setting details

Unique reference number	EY391769
Local authority	Staffordshire
Inspection number	10365250
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	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 August 2024

Information about this early years setting

The childminder registered in 2009. She lives in Rugeley, Staffordshire. The childminder operates all year round, from 7.30am to 5pm, except for family holidays and bank holidays. She holds a relevant qualification at level 3. The childminder provides funded early education for any eligible children attending.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- The childminder spoke to the inspector about her intentions for the children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- The inspector held discussions with the childminder about safeguarding and how she evaluates her practice.
- The inspector observed the interactions between the childminder and the children throughout the morning and evaluated the impact on the children's learning.
- The views of parents were considered by the inspector through feedback forms.
- The children interacted with the inspector during the inspection and included them in their play.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.

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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