

Childminder report

Inspection date: 30 September 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children form strong bonds with the childminder. They quickly settle down to play and are happy and engaged. The childminder provides an extremely warm and welcoming setting, where children feel safe and secure. The childminder gathers detailed information about children's interests and routines. She uses this information to plan meaningful experiences that help children feel valued and understood. Children confidently seek comfort from the childminder when needed. The childminder supports children to make choices and take turns with others. They behave very well and positive friendships are established.

Children learn about healthy lifestyles as they play outdoors daily and regularly visit local parks and places of interest. They learn the importance of eating healthy foods and the benefits of spending time outdoors in the fresh air.

The curriculum is thoughtfully designed to match each child's developmental stage. The childminder helps every child progress at their own speed, supporting their emotional health and encouraging independence through daily routines. Children practise essential skills like putting on shoes and waterproof trousers and tidying away toys, which boosts their confidence. Activities are planned around what interests the children, making learning both engaging and meaningful. This approach keeps children motivated and eager to learn.

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

- The childminder knows children well. She plans an exciting and interesting curriculum that is based on what children currently know and what they need to learn next. She plans a wide variety of learning opportunities that provide children with challenge and encourages them to develop problem-solving skills. Children gesture for support when the magnetic trains do not connect and the childminder asks questions to help them understand why 'they won't connect'. The childminder has a strong understanding of how children learn and adapts her teaching style to support each child individually. Children build confidence as they play and learn.
- The childminder has high expectations for all children. She is a positive role model, who treats children with respect. She encourages them to become independent learners and confident communicators. The childminder understands and embraces her role. She models new words and initiates conversations even more now that the older cohort of children, who led the play, have moved on to school. The childminder provides a narrative as children play to help them hear new words and to encourage them to share their thoughts and ideas. She teaches children resilience, for instance, as they try to stick the rice hoop 'suckers' to the octopus tentacles they repeat 'squeeze, squeeze hard'

until the glue appears. The childminder praises children for their efforts and perseverance and children are proud when they succeed.

- The childminder takes advantage of everyday opportunities to recognise and celebrate each child's individuality. She enthusiastically incorporates Spanish words into the daily routine and during songs and activities. This helps children recognise the sound of other languages. Despite these positive interactions, children cannot independently access books or resources to broaden their understanding of different cultures and religions, and to help them understand the similarities and differences between themselves and others beyond their immediate environment. Therefore, children are not wholly supported to develop knowledge and skills in this area, to support them as they move on to their next stage of education.
- Overall, children are supported well. The childminder demonstrates a good understanding of the needs of children with special educational needs and/or disabilities. Accurate assessment of children's development identifies any emerging gaps in children's learning. This means the childminder initiates interventions at the earliest stage to provide additional support for children.
- Children develop a wide range of physical skills. They freely access a variety of exciting learning opportunities to develop different muscles in their body. They happily 'stamp' coloured dabber pens, pull the trigger on water pistols and bubble guns and jump and hop in time to favourite action rhymes. These skills will support emergent writing as children progress in their learning.
- Parents have high praise for the childminder. They appreciate her flexibility in adapting routines and arrangements to support families' changing situations. Parents feel their children are safe and well cared for, which makes them feel reassured when they leave them. Regular communication supports parents to continue learning in the home and promotes consistent approaches to care and learning.

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:

- expand the educational programme to ensure children extend their knowledge and understanding of culture and diversity, and the similarities and differences between themselves and others in the wider world they live in.

Setting details

Unique reference number	EY405537
Local authority	Birmingham
Inspection number	10399479
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 5
Total number of places	6
Number of children on roll	5
Date of previous inspection	3 December 2019

Information about this early years setting

The childminder registered in 2010 and lives in Sutton Coldfield. The provision operates from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder 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 their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed interactions between the childminder and children, and spoke with them at appropriate times during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector took account of verbal and written testimonials from parents and considered their views.

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

T: 0300 123 1231
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