

Childminder report

Inspection date: 30 April 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	Good
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What is it like to attend this early years setting?

The provision is good

All children are incredibly happy and confident in the childminder's welcoming and stimulating setting. The childminder establishes key information about children, such as their interests and routines. She also observes children's play and uses the information she gains to identify and plan children's next steps in their development. All children make good progress from their starting points and are prepared for their next stage of learning. The childminder is a positive role model. She teaches children about the rules and boundaries and helps them develop good social skills. Therefore, children behave well and show kindness. For example, they demonstrate good manners when they spontaneously say 'please' and 'thank you'. Older children collect enough wildflowers in the garden so that there is one for everyone. The childminder's consistent praise and encouragement help to raise children's self-esteem, and they show pride in their achievements.

The childminder's curriculum is ambitious and sequenced. She uses curriculum statements to assess children's development. Children benefit from a curriculum that is suitably ambitious and well structured. The childminder extends the curriculum with a wide range of fascinating and purposeful outings. For example, children go on regular walks to explore nature, take trips in the local community and visit parks. Children enjoy play sessions where they get to meet and play with other children. These experiences deepen children's awareness of the community and help to extend their social skills and confidence.

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

- The childminder ensures that she keeps parents well informed about their child's achievements through regular discussions and sharing observations and assessments, including the progress checks for children aged between two and three years. She has secured good partnerships with other settings that the children attend. These partnerships help to promote a consistent approach to children's learning and development.
- The childminder knows how to weave mathematics into fun, daily activities. For example, as children collect dandelion seeds, she says, 'Let us count how many times you need to blow to remove all the seeds.' Children confidently count to 10 and beyond. They concentrate intently as they sort different solid shapes into colour categories.
- Partnerships with parents are strong. The childminder values parents as children's first educators and creates a collaborative approach to children's care and learning. Parents are incredibly happy with the love, care and support provided for their children, as well as the progress their children make.
- The childminder provides opportunities for children to develop their hand-eye coordination and increase dexterity in their hands. For example, children take

part in activities using tweezers. Younger children practise making marks with large chalks. The childminder supports the children to hold the pencil correctly in preparation for early writing.

- Overall, the childminder has planned her environment to support children's independence. Children access resources and equipment for themselves and tidy them away. However, children are not provided with consistent opportunities to be independent, such as washing their own hands and opening their lunch box wrappers themselves.
- The childminder uses music and singing to significantly enhance children's vocabulary. Children join in with action rhymes and counting songs with enthusiasm. They move their bodies in different ways as they listen to stories about animals. For example, they demonstrate balancing on one leg like a flamingo, walking sideways like a crab and waddling like a penguin.
- Children demonstrate a keen love of books. They explore and look at books independently, as well as listening to the childminder read. However, occasionally, during group storytelling, not all children can see the pictures clearly and become distracted, which does not support children's engagement and concentration.
- The childminder supports children to develop healthy lifestyle habits. Children begin to understand the importance of leading a healthy lifestyle and the positive impact this has on their bodies. For example, they talk about how eating fruit and vegetables will give them energy and stronger muscles. Children have regular access to outdoor physical activities that help them learn to take appropriate risks and challenges in developing their larger physical skills outdoors.
- The childminder participates in regular training to stay up to date with her knowledge. She works in partnership with other childminders and organisations to identify any training that will improve her practice and support children more effectively.

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:

- further promote children's independence by consistently providing opportunities for them to do things for themselves
- review the planning of focused, adult-led activities to ensure that children do not become distracted and are able to become more engaged in their learning.

Setting details

Unique reference number	EY406882
Local authority	Sandwell
Inspection number	10380404
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 11
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 June 2019

Information about this early years setting

The childminder registered in 2010 and lives in Oldbury. She operates during school term time only from 7.30am to 5.30pm, Monday, Wednesday, Thursday and Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder receives government funding for all eligible children.

Information about this inspection

Inspector
Beverley Devlin

Inspection activities

- The childminder and inspector completed a learning walk and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke with the inspector during the inspection.
- The inspector and childminder carried out a joint evaluation of an activity.
- The inspector held discussions with the childminder. She reviewed a sample of documentation.
- Written feedback from parents was reviewed by the inspector, who took account of 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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