

Childminder report

Inspection date: 14 January 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy in the childminder's nurturing home. They are valued and loved by the caring childminder. Children are confident and feel safe. They welcome visitors and are eager to share their resources and activities. The attentive childminder teaches children how to care for others and how to share resources. She understands the needs of young children and is patient and calm with them. Children mirror the childminder's positive language and consistently practise good manners. The childminder helps children to learn how to be independent and keep themselves safe. She encourages them to climb onto their own chairs at mealtimes and teaches them how to use tools safely to cut their own food. Children learn how to behave around the family pets. They know that they should not shout near the cat, so they talk in hushed voices, demonstrating care and consideration.

Children take part in engaging activities that support the development of their imagination and strengthen the muscles in their hands. They concentrate for extended periods of time whilst manipulating play dough. The childminder talks to children about hibernation as they create their own hedgehogs. Children practise threading small beads onto sticks, demonstrating excellent hand-eye coordination.

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

- Children are immersed in a curriculum that is designed to reflect their individual needs and interests. The childminder takes time to get to know children and families in order to establish children's early experiences. This helps children to settle well and enables the childminder to plan creative activities that spark their interests and promote development. For instance, following a recent visit to the vets, children take part in stimulating role play. They are captivated as they explore x-ray images of dogs and practise using bandages to help 'repair' their bones.
- The childminder uses her excellent knowledge of the children to establish unique plans for their next steps, and she provides regular opportunities to develop them. For instance, children consistently hear and take part in counting. The childminder provides rich mathematical language to discuss size, shape and number. Children count objects, watching as the childminder points to each item in turn. This helps them to make good progress from their starting points.
- Children thrive in the childminder's communication-rich environment. They listen and respond to questions and share their thoughts confidently. Children talk about what they are making with bricks. When their structures fall down, they confidently say, 'Let's try again.' Children have a strong love of books and enjoy sharing stories with the childminder. They turn the pages one at a time and follow the story as the childminder reads to them. Children explore the textures in the book and share how they feel. The childminder extends their vocabulary

by offering different language, such as 'rough', 'spiky' and 'soft'.

- Children learn about how to live healthy lifestyles. The childminder invites them to wash their hands at the sink one at a time before eating. They talk about how to wash away the germs and use individual washable cloths to dry their hands afterwards. Children identify their own place mat and pour water into their cups. The childminder provides a healthy range of fruits for children to try at snack times and promotes healthy lunch boxes. Children identify when their hands are dirty after eating and clean themselves using a wipe.
- The childminder has made positive changes to her personal care practices. She has implemented appropriate systems to maintain children's safety when sleeping. The childminder prepares the room by closing blinds and preparing sleep mats with children's personal sheets and blankets. She checks on them at regular intervals to ensure that they remain safe and comfortable, and records this on her sleep chart. The childminder has a dedicated area for nappy changing and disposes of all waste in a nappy bin. Children take part in meaningful conversation with the childminder during changing times and understand that they must wash their hands afterwards.
- The childminder has developed positive partnerships with parents. Parents speak highly of the childminder and are happy with the care that she provides. They feel assured that their children are safe and happy as they always arrive and leave with smiles on their faces. Parents feel that communication is good and are updated on what the children have been doing during the day. The childminder regularly shares next steps with parents. However, she does not yet extend this by providing ideas of how to further develop children at home.
- The childminder reflects on her practice and has taken action to address concerns at her previous inspection. For example, she has attended appropriate training to enhance her knowledge and skills in maintaining the safety of her learning environment and practices. The childminder carries out risk assessments of her home, garden and activities to support the ongoing safety of the children who attend. She works closely with other agencies to ensure the consistent improvement in the care and education that she provides.

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:

- continue to develop communication with parents by sharing information about children's progress to support and extend children's learning at home.

Setting details

Unique reference number	EY412925
Local authority	Staffordshire
Inspection number	10368826
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	5 September 2024

Information about this early years setting

The childminder registered in 2010 and lives in Cannock, Staffordshire. She operates from 7.45am to 1pm on a Monday and 7.45am to 5.30pm Tuesday to Thursday, all year round. The childminder holds an appropriate early years qualification at level 5. She receives funding for two-year-old children.

Information about this inspection

Inspector

Ali Myers

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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 children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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