

Childminder report

Inspection date:

8 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	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and settle quickly in the childminder's home. The childminder creates a warm and inviting environment. She has a calm and relaxed approach. The childminder forms close relationships with children. This helps children to feel a sense of belonging. The childminder takes time to get to know children to understand their likes and dislikes. She offers a smooth settling-in process that helps children and families to become familiar with their new routines.

The childminder helps children to discover a love for books and rhymes. For example, children show interest as they join in with stories and name the animals. Children happily dance and use actions as they sing along to favourite rhymes. Furthermore, the childminder enhances children's learning by introducing instruments that they are interested in. This helps children to develop their listening and attention skills.

The childminder supports children to promote self-care and self-help skills. For example, at snack time, she encourages children to spread butter on their own toast, chop up their banana and tidy up after themselves. In addition, children learn from a young age to wash their hands and access resources to direct their own play. Children become confident and independent learners.

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

- The childminder implements an ambitious curriculum. She places a high focus on children becoming independent and school ready. The childminder finds out about children's interests and uses this to ignite children's learning. Furthermore, she monitors children's progress and supports their next steps in learning and development. This ensures that children make rapid progress from their starting points in development.
- The childminder has high expectations for children's behaviour. She supports children to share and take turns. The childminder helps children to understand the rules of the setting. Children respond positively to her caring approach. As a result, children behave extremely well.
- Children are naturally curious and enjoy being physically active. For example, children enjoy mark making with paints on the outdoor easel, building towers with plastic blocks, collecting pebbles, throwing and rolling balls and riding large toy cars. This helps children to develop strength and coordination in their fine and gross motor skills.
- Overall, the childminder models vocabulary and repeats new words. She names objects as children play with toys and engage in stories. The childminder encourages children to say words, which helps to broaden their range of vocabulary. However, she does not fully extend the language development of

those children who are ready for their next stage of learning.

- The childminder has a passion for outdoor learning. Children benefit from a range of outdoor experiences. For example, she regularly takes children to parks to explore nature. She meets with other childminders and their children on a weekly basis. This helps children to broaden their understanding of the wider community and develop social skills as they build new friendships.
- Partnerships with parents and carers are strong. The childminder provides parents with regular feedback about their children's learning and development. Parents speak highly of the childminder. They say that they are extremely happy with their children's progress. Parents comment that their children have settled quickly in the childminder's homely and relaxed setting. The childminder works in partnership with parents to meet children's dietary needs.
- The childminder is reflective in her role. She accesses a range of training to support her professional development. Furthermore, the childminder uses support from other childminders and forums to keep her knowledge up to date. The childminder uses parental feedback to improve her provision.

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:

- focus more closely on building on children's growing language skills even further.

Setting details

Unique reference number	EY426365
Local authority	Staffordshire
Inspection number	10407663
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 2
Total number of places	4
Number of children on roll	4
Date of previous inspection	15 January 2020

Information about this early years setting

The childminder registered in 2011 and lives in the Hednesford area of Cannock. She operates all year round, from 6.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Reena Rai-Aheer

Inspection activities

- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector observed interactions between the childminder and children.
- The inspector spoke to parents and reviewed written feedback from parents, and took account of their views.
- The inspector and childminder carried out a joint observation of an activity.
- 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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