

Childminder report

Inspection date: 29 July 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 flourish in this nurturing, homely setting. The childminder has warm and caring attachments and bonds with the children. When children get upset, she offers cuddles. This helps children to feel emotionally supported. The childminder provides daily opportunities to enrich children's knowledge and understanding of the world around them. For example, she takes children for walks, visits places of interest, walks to the local shop and engages them in weekly local outdoor nature sessions. This helps to broaden children's experiences and learn about the community they live in.

The childminder fosters a love of books. She uses books to ignite children's interests. Children are fascinated with stories being read to them and join in with real enthusiasm. They listen carefully and wait in anticipation of what might happen next. Furthermore, the childminder uses story time opportunities to introduce and extend children's mathematical counting skills. This supports children's listening skills and helps them to gain an understanding of early mathematics.

Children demonstrate a strong understanding of routines. They tidy up and follow instructions well. The childminder is a good role model. She creates a respectful and calm environment. Children play together with kindness, taking turns and work as a team. As a result, children behave extremely well.

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

- The childminder implements an ambitious curriculum for all children. She takes time to get to know them and supports their development through play. The childminder skilfully challenges children through effective questioning. Children learn through child-led play and activities planned around their interests. The childminder tracks children's progress and next steps. As a result, children make good progress from their starting points.
- The childminder strongly focuses on promoting children's communication and language skills. She effortlessly weaves in opportunities to introduce new words through books and play, to enrich children's vocabulary. For example, when sharing books about a very hungry caterpillar, she introduces the word 'chrysalis'. Furthermore, when children build puzzles, the childminder talks about jobs of people who help us. She provides children with the knowledge about the jobs these people do. Children hear new words and facts daily and use these in their learning. As a result, children become confident communicators.
- Children benefit from opportunities to be active. They engage in physical play. For example, children crawl through tunnels and walk along stepping stones. Furthermore, they balance on large cardboard tubes and pretend it is a see-saw.

The childminder supports children to understand the importance of physical activities. This helps children develop an understanding of healthy lifestyles.

- Children are naturally curious. They use binoculars and magnifying glasses to explore and discover. Children look for things outside through their binoculars and pretend that they have found slugs and worms. The childminder extends their learning by asking them to move like a slug. Furthermore, children enjoy learning and finding out about different planets. As a result, children develop positive attitudes to learning.
- Children enjoy social mealtimes with their friends. The childminder provides children with healthy and nutritious snacks. She encourages children to take turns and share out the snack that is on offer. However, the childminder does not always remind children to wash their hands before eating. As a result, they are not consistently supported to develop good hygiene skills.
- The childminder promotes strong parent partnerships. Parents say the childminder is dedicated to their children's well-being and development. They comment she gives them advice and tips so that they can help their children at home. Parents talk highly about the outdoor learning experiences that the childminder offers. They say that she is warm, patient and genuine and their children love attending here.
- The childminder is committed to her own professional development. She accesses a range of online and face-to-face training opportunities. The childminder utilises other childminders for support. She is reflective of her practice and knows the areas that she needs to improve on next. For example, she has recently learned about how to support boys through focused child development training, to enhance her practice and teaching even further.

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:

- help children to follow and understand the importance of washing hands to manage their personal needs.

Setting details

Unique reference number	EY426963
Local authority	Staffordshire
Inspection number	10399664
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 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 December 2019

Information about this early years setting

The childminder registered in 2011 and lives in Leek, Staffordshire. She operates all year round from 7.30am to 5pm, Tuesday, Wednesday and Thursday only, except bank holidays and family holidays. The childminder holds a relevant level 3 qualification. She provides funded early education for all eligible children.

Information about this inspection

Inspector

Reena Rai-Aheer

Inspection activities

- The childminder and inspector completed a learning walk together of the setting and discussed the early years curriculum.
- The inspector observed interactions between the childminder and the children.
- The inspector and childminder carried out a joint observation of an activity.
- Written feedback from parents was reviewed by the inspector, who took account of their views.
- 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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