

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

The provision is good

Children are warmly welcomed into a safe and homely environment, where they quickly settle and feel secure. They build strong, trusting relationships with the childminder and her assistants, who know them well and respond sensitively to their individual needs. Routines are familiar, which helps children to feel confident and promotes a strong sense of belonging. Children benefit from a wide range of toys, resources and activities that capture their interests and spark curiosity. They make choices about what they want to play with and are encouraged to be independent. For example, helping to prepare snack and putting on their shoes. The childminder and assistants support them to manage self-care routines, such as washing hands and looking into a mirror to check to see if their face is clean.

Children develop an awareness of the world around them. For example, they take part in walks along the canal, where they feed ducks, watch boats, observe seasonal changes and collect natural items, such as leaves and conkers. Visits to nature reserves spark curiosity about the natural world. With careful guidance, they climb trees, balance on logs and take safe challenges that build strength and coordination. Children have lots of fun in the childminder's well-resourced garden. They use their imagination in role play, pretending to pack luggage, climb into a large toy truck and excitedly announce, 'We are going to the beach.' Children use their imagination to play together, share ideas and suggest ways to keep their play going as they build their own stories and adventures.

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

- The childminder and her assistants show dedication, passion and genuine warmth in their role. Their enthusiasm creates a nurturing atmosphere that encourages children to explore, take part and develop a love of learning. They are committed to keeping their skills and knowledge up to date through research and training.
- The childminder's curriculum is broad and inclusive, designed around children's interests and what they need to learn next. Learning is extended through routines and outings, with a flexible approach that builds skills step by step and follows children's lead as they shape how activities develop.
- Children delight in filling and emptying containers at the water tray and sending conkers rolling down pipes. The childminder and her assistants join in by narrating their play and introducing words, like 'full' and 'empty', helping children explore early mathematical ideas. However, at times, they miss opportunities to introduce numbers and counting into children's play to build on their mathematical skills even further.
- The childminder and her assistants promote communication and language throughout the day. They ask questions, model new vocabulary and use stories

and props to capture children's interest. On occasion, however, questions are asked in quick succession and adults step in too soon with answers or suggestions. This means children do not always have enough time to think, process language and express their own ideas fully.

- The childminder and her assistants create a caring and respectful atmosphere, where positive behaviour is consistently encouraged. They use gentle reminders to support sharing and turn-taking and help children to understand and talk about their emotions, helping them to regulate their feelings and respond to others with kindness.
- Children gather with excitement to take part in a play dough activity, choosing colours and exploring the tools on offer. They roll, squeeze and press the dough, strengthening the small muscles in their hands. Adults encourage them to 'have a go' for themselves if they find something tricky. Children show perseverance and beam with smiles when praised for their efforts.
- The childminder runs a toddler group with another childminder, where they share ideas on best practice. The group gives children valuable opportunities to mix with others, develop social skills and grow in confidence within a larger group setting.
- The childminder and her assistants build positive partnerships with parents, providing regular updates and involving them in their child's learning. Written feedback from parents is highly positive, praising communication and the progress their children make.
- Children with special educational needs and/or disabilities, make good progress from their individual starting points. The childminder and her assistants identify any areas where children may need additional support. They make timely referrals and work closely with parents and professionals to agree targeted plans. Additional funding is used effectively to provide tailored resources and experiences.

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:

- strengthen children's communication and thinking skills further by giving them more time to process questions, respond, and express their own ideas
- enhance opportunities for children to hear and use numbers and counting, enabling children's early mathematical understanding to be promoted to the highest level.

Setting details

Unique reference number	EY429922
Local authority	Staffordshire
Inspection number	10399514
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	0 to 10
Total number of places	6
Number of children on roll	17
Date of previous inspection	4 December 2019

Information about this early years setting

The childminder registered in 2011 and lives in Great Haywood, Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds early years professional status. She works alongside an assistant who holds appropriate early years qualifications at level 3. The childminder provides government funded childcare.

Information about this inspection

Inspector
Angela Hulme

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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 talked to assistants at appropriate times during the inspection and took account of their views.
- 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 viewed written feedback from parents and 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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