

Childminder report

Inspection date:

17 September 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy in the care of the nurturing childminder, and they thrive in the warm, welcoming environment. The childminder builds strong, trusting relationships with children and families. This helps children to feel safe and secure. As a result, children develop good relationships with one another and confidently engage in play.

The childminder gathers detailed information about each child's interests, routines and individual needs. She uses this to plan a well-sequenced curriculum that builds on what children already know and can do. The childminder incorporates real examples from the children's lives to enhance their learning. For example, when children talk about aeroplanes, the childminder encourages them to talk about their recent holiday experiences. After reading a book about emotions, children use play dough, and explore different materials as they create 'monsters'. They use their imagination as they squeeze, poke and squish the dough to develop their small motor skills. As a result, children benefit from purposeful, engaging learning experiences.

Children behave well. They understand and follow the setting's clear routines. They show kindness and play cooperatively. The childminder models positive behaviour, using praise and consistent boundaries. Gentle reminders are provided, when needed, to help children understand the impact their behaviour may have on others. This helps children's social development and supports them in managing their emotions effectively.

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

- Communication and language are a key strength of the setting. The childminder models language effectively and provides numerous opportunities for children to talk. For example, children talk about the dinosaurs they play with and compare them to one another. Children show a love for stories, and often choose to sit with a book. They engage in songs in an interactive manner and enjoy singing with the actions. As a result, children develop strong communication skills, which enable them to be confident talkers.
- Parents' feedback is highly complimentary. They value the childminder's caring approach. Parents comment that their children have made significant progress, particularly with their confidence and social skills. The childminder shares information about each child's progress, along with ideas on how parents can support their child further at home. This helps to provide a consistent approach to children's learning.
- The childminder promotes children's independence well. For example, children volunteer to tidy up and carry out small responsibilities, such as handing out

cups and plates at snack time. These daily routines help build confidence and a strong sense of responsibility, and prepare children well for school.

- The childminder demonstrates a comprehensive approach to health and well-being. Children sing a song to help them understand the importance of handwashing and hygiene. They tell the childminder when they need to use the toilet or need a nappy change. Children develop healthy habits and take responsibility for their own personal care. The childminder actively promotes healthy eating and safer food practices. This ensures that children receive appropriate nutrition and learn to make positive, healthy choices.
- Children enjoy a wide range of trips and outings in the local community. Careful consideration is given to ensuring children's safety while on outings. Children benefit from the outings and refer to these experiences in their play. This supports enriching children's learning and allows them to enjoy experiences they may not have otherwise.
- The childminder responds positively to children's interests. Children are offered a wide range of choices and encouraged to make decisions about how they prefer to play. They make spontaneous choices and follow their own ideas. This shows that their interests are valued and supports their decision-making skills.
- The childminder makes learning fun and engaging for children. For example, they read a story with puppets and all have the opportunity to have a go. The childminder relates the story to the children's experiences. For example, she compares the story to when the children show kindness to each other. However, at times, children become excited and do not take turns to speak, which impacts their ability to concentrate and maintain focus on the activity.

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:

- develop children's understanding of taking turns and listening to each other when sharing their views, to help extend their focus and concentration.

Setting details

Unique reference number	EY434101
Local authority	Birmingham
Inspection number	10398425
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	21 October 2019

Information about this early years setting

The childminder registered in 2011 and lives in Birmingham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education.

Information about this inspection

Inspector
Naziha Amin

Inspection activities

- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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 observed the interactions between the childminder and children.
- 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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