

Childminder report

Inspection date: 9 April 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children show confidence in the childminder's home. They understand the routine the childminder embeds. For example, children take off their shoes and coats and put them in the allocated spaces. Children show positive attitudes to their learning and are keen to explore and play with the toys and resources offered. The childminder's curriculum is ambitious and comprehensive, encouraging children to learn from their surroundings and fostering their curiosity. All children make good progress from their starting points.

Children behave well because the childminder sets high expectations for their behaviour and models the behaviour she wants children to adopt. Where needed, she sensitively explains to children the impact of their behaviour on their friends and helps them to make positive choices. This helps children socialise with other children during regular play sessions with other childminders. The childminder provides meaningful praise for children's engagement, perseverance and success at tasks. Children show that they have secure attachments with the kind and caring childminder. The childminder places a strong focus on teaching children the language of feelings and emotions throughout their play and learning. Children compare the emotions of characters in books and soft toys to help them develop a better understanding of their emotions.

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

- The childminder accesses training to support her professional development. By attending regular training and participating in networking opportunities, the childminder continually develops her knowledge and improves areas of her provision, which, in turn supports the children in her care.
- The childminder creates a language-rich environment that enhances children's communication skills. She poses questions to children as they learn, and this supports their developing curiosity. For instance, during walks in the community, she talks to the children about what they see and hear. They listen to the distant sirens and discuss whether it could be a police car, ambulance or fire engine. The childminder stops so that children can observe new opportunities, such as workers using ladders and drills or a tape measure.
- The childminder provides stimulating experiences to ignite children's imagination and curiosity. Children learn about the world around them through visits to the local market, library and national parks to help them understand what makes them unique. However, some adult-led activities are not always differentiated for younger children. This means that, on occasion, some children do not have opportunities to fully engage to further extend their learning.
- The childminder delivers a broad and varied curriculum. She uses information from parents and her knowledge of each child to plan activities that supports

their next steps in learning. For instance, children concentrate and focus for lengthy periods as they identify colours, count in order and create designs using connecting circles. However, some activities do not fully challenge and extend older children's learning. For example, during stories, the childminder does not fully promote children's engagement and help them learn more about the storylines and characters.

- The childminder supports children to develop their independence with hygiene routines, including wiping their noses and washing their hands. The childminder interacts well with children and uses effective teaching methods to encourage them to complete tasks themselves. For example, when children put their sun hats on the wrong way round, she supports them with gentle instructions, such as 'now turn it around,' and 'find the peak, this goes at the front', until they are successful. Children from a young age, attempt tasks themselves, such as putting on and taking off their shoes and coats.
- The childminder places a good focus on promoting children's overall health and well-being. She ensures that children benefit from plenty of fresh air and exercise and make healthy food choices. The childminder talks to children on walks in the community about how this will strengthen their leg muscles. During weekly visits to the local market, children select fruit and vegetables for snack time. Children learn about road safety and the importance of looking and always listening out for cars. The childminder also talks to children about what the colours on the pelican crossing mean.
- The childminder develops strong partnerships with parents and other settings that children attend. Parents speak very highly of the childminder. They comment on the good progress their children make during their time with the childminder and how keen their children are to attend. The childminder supports children's transition to school by working closely with parents to develop children's independence, self-care and communication skills.

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:

- enhance the curriculum intent to focus more precisely on the identified learning intentions for younger children during planned activities, to fully support their engagement and progress
- ensure activities consistently challenge and fully extend older children's learning.

Setting details

Unique reference number	EY452900
Local authority	Staffordshire
Inspection number	10391316
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 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	2 August 2019

Information about this early years setting

The childminder registered in 2012 and lives in Penkridge, Staffordshire. She operates all year round from 7am until 5pm, Monday to Thursday, Friday from 7am until 9am and then 3pm until 5pm, except for bank holidays and family holidays. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Beverley Devlin

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 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 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.
- The inspector read written feedback from parents during the inspection and took account of these views.

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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