

Childminder report

Inspection date:

22 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 arrive happily and settle quickly. The childminder provides a home-from-home environment. Children confidently take off their shoes, hang up their coats and settle to the morning 'hello song'. The childminder is warm and nurturing. She has a calm and relaxed approach. As a result, children feel connected and develop strong attachments with her.

Children are inquisitive learners. They are curious as they explore their environment. The childminder has a well-organised space that is inviting. She ensures resources meet children's developmental stage of learning. The childminder gives children the knowledge they need to help them find out more about their community. She offers children a range of experiences. For example, the childminder takes children out to the local parks, shops and other places of interest. She also invites visitors to her home to talk about the jobs they do, such as a fireman. Furthermore, she celebrates festivals and helps children to learn about other cultures. This helps to enhance children's knowledge and understanding about the world around them.

The childminder is a good role model. She supports children to manage their feelings and behaviour. The childminder encourages children to share, take turns and listen. She celebrates children as individuals and provides praise. This ensures children learn to behave well.

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

- The childminder has an ambitious curriculum in place. She supports children to be school-ready and emotionally secure. The childminder uses children's interests and topics to plan exciting activities. She identifies what she wants children to learn and plans next steps in learning to move children on effectively. As a result, children make progress from their starting points.
- Children are polite and play well together. They know their routines well. Children work as a team to tidy up after their chosen tasks. Furthermore, they independently put on their coats and shoes and wash their hands before mealtimes. As a result, children are becoming confident and independent learners.
- Children enjoy interactive story time. The childminder uses props to support children's understanding of 'The Gingerbread Man' being read to them. Children listen with increased attention and repeat new words learned. The childminder explains the meaning of new words to help children build their growing vocabulary. These skilful interactions help to support children's development of early literacy skills.
- The childminder models language well through play. She widens children's

vocabulary and asks effective questions to challenge the older children. For example, the childminder encourages children to use words such as 'squeeze' and 'roll' when they mould dough to form gingerbread men. Furthermore, when children wash cars and talk about needing tools to fix something, she tells them that they are like a 'mechanic' and explains what this means. However, the youngest children do not always benefit from the same level of teaching to fully build on their skills and knowledge. Despite this, children's engagement and motivation in activities are high.

- Children love to explore and play in the garden. They engage in washing cars, playing golf, filling containers with sand and going up and down the slide. The childminder uses opportunities to introduce counting to support children's knowledge of number. Children count the steps up to the slide and identify numbers they can see. They say, 'That is number one and two.' As a result, children develop their physical skills and early mathematical development.
- The childminder works in partnership with parents. Parents report that the childminder shares information about their children's learning and achievements. They say their children have come on in 'leaps and bounds' since they first started at this setting. Furthermore, parents appreciate and value the support they receive from the childminder to help them further support their children at home. For example, the childminder has worked in partnership with parents to promote the importance of healthy meals.
- The childminder is dedicated to improving her skills and knowledge. She accesses a range of training and webinars to further her professional development. This has helped the childminder to use new knowledge to develop her provision and better support children's learning and development.

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:

- provide younger children with more challenge to extend their learning even further.

Setting details

Unique reference number	EY476078
Local authority	Walsall
Inspection number	10398932
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 November 2019

Information about this early years setting

The childminder registered in 2014 and lives in Willenhall, Walsall. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has an early years qualification at degree level. She provides government funded early education for children aged from nine months to four years.

Information about this inspection

Inspector
Reena Rai-Aheer

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 the early years foundation stage curriculum.
- The inspector observed interactions between the childminder and the children.
- The inspector and childminder carried out a joint observation of an activity.
- The inspector spoke to parents, reviewed 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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