

Childminder report

Inspection date:

30 September 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and settled in this setting. The childminder is caring, and she takes into account the children's preferences in play. Children are busy, and they enjoy exploring the autumn resources that the childminder provides. For example, they spend time trying to fit the acorns back into their shells. Children focus intently on this play, which helps further develop their concentration. They practise their fine motor skills as they manipulate the small acorns and shells. In addition, children learn the names of the woodland animals that the childminder hides among the leaves.

The childminder has made some progress since her last inspection. For instance, she makes better use of her knowledge of the children to plan more effectively for their learning. As a result, children make better progress. However, the childminder has not taken enough action to evaluate and improve all areas of her practice. As a result, there are aspects which still require further improvement. For example, the childminder does not yet consistently maintain accurate records of children's attendance.

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

- The childminder has made some improvements to the curriculum. She observes children's play and takes their interests into account when planning activities and experiences. The childminder supports children to learn about their local community as they go out and about together. This helps to extend children's social skills as they spend time with others at local groups and while at the nearby arboretum.
- The childminder provides opportunities for children to engage in mark making, however, she does not consistently offer resources that are suited to their developmental stage. For example, young children are given pencil crayons, which they struggle to use effectively, leading to a lack of engagement.
- The childminder supports children's physical health by providing them with plenty of fresh air and exercise. However, the space where children eat is cluttered with play items, making it difficult for them to see what is on offer for lunch. The lunchtime environment does not provide children with the opportunities they need in order to develop appropriate mealtime behaviours. This limits children's opportunity to make choices from the food on offer and interact socially with their peers.
- The childminder shares books with children throughout the day. For example, she responds promptly when they show interest in an autumn-themed book. The childminder ensures that children hear the names of the animals they are pointing to, and she discusses the sounds that animals make. The childminder models the correct pronunciation of words to help children develop their

vocabulary. As a result, children grow into confident communicators who are happy to talk with a visitor.

- Children engage in simple role play. For example, they enjoy playing with dolls. The childminder notes their interests and adds resources, such as high chairs. She interacts with children in a way that helps to develop their imaginative play further. For example, children pretend to feed carrots to their babies.
- The childminder provides sufficient resources for children to play alongside their peers. This helps them to develop their awareness of others. The childminder models kind and respectful interactions, which in turn support children to demonstrate kindness to others.
- The childminder supports children in developing good hygiene practices. For example, she teaches them how to wash their hands using soap before they sit down to eat. Children can use appropriate equipment to step up to the sink in the playroom, which helps to develop their independence. These self-care tasks are now firmly embedded into the daily routine.
- The childminder forms close relationships with parents. She shares information with them about the activities that children have engaged in throughout the day. The childminder shares her assessment of the children's progress with parents, and together they discuss how they can further support their learning.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
maintain an accurate daily record of children's hours of attendance.	17/10/2025

To further improve the quality of the early years provision, the provider should:

- ensure materials and resources provided for children accurately reflect their stage of development to hold their interest and consistently support their learning
- review mealtimes to provide an inviting environment, which supports children to interact socially with others and make choices about the food on offer to further develop their independence.

Setting details

Unique reference number	EY484295
Local authority	Staffordshire
Inspection number	10389054
Type of provision	Childminder
Registers	Early Years Register, Compulsory 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	12
Date of previous inspection	22 January 2025

Information about this early years setting

The childminder registered in 2015 and lives in Tamworth, Staffordshire. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She offers funded places for children aged nine months to four years.

Information about this inspection

Inspector
Lisa Gadsby

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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