

Childminder report

Inspection date: 30 September 2025

Overall effectiveness	Good
------------------------------	-------------

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 confidently explore the childminders provision, accessing a variety of age-appropriate resources that capture and build on their interests. They greet visitors with smiles and invite them to join in with their play. Children engage imaginatively in role play, making pretend cups of tea and cakes. This demonstrates how happy and safe children feel in the childminder's care. Children's behaviour is good. They listen, respond and actively participate in activities. Children share and show kindness to their peers.

The childminder plans her curriculum around themes and children's interests. She organises various activities outside of her home to develop children's knowledge of the world around them. Children enjoy visits to local stately homes and gardens, where they observe changes in the seasons. They explore outdoor play areas that provide challenge to promote their physical development. Following visits to garden centres and local attractions such as themed play centres and aquariums, the childminder provides resources to further develop children's learning. Children enjoy building with construction toys, growing their own vegetables and sharing reference books. They find, name and talk about swordfish, starfish and stingrays that they have seen. Creative activities further embed this learning. Children draw octopuses, describe that they have eight legs and count them accurately.

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

- Communication and language is an area of focus for the childminder. She creates a calm environment where children can listen and be heard. The childminder models key language, supporting children to build their vocabulary and sentence structure. She recognises the importance of using songs and stories to further develop this area. Children laugh as they sing 'Round and Round the Garden' with each other, giggling in anticipation of the tickle they receive at the end of the song.
- The childminder monitors children's progress. She completes progress checks at age two, sharing children's development and next steps with parents. The childminder identifies and supports any gaps in learning, providing parents with ideas to support children's development at home. She has not yet established links with other settings that children attend to support transitions and continuity of learning.
- The childminder encourages children to develop a love of books. She has a large range of both fiction and non-fiction books. Children choose to access these independently as they play. They enjoy interactive story time sessions and ask the childminder to read books again and again. Toddlers point to pictures and vocalise. They explore the sounds they can make as they imitate animal sounds. Older children recall and recreate story sequences using pictures.

- The childminder understands the skills children need for the next stage of their education. The daily routine provides time for children to explore, become highly engaged and concentrate on tasks. The childminder supports children's early mathematical skills. She identifies next steps in development and plans opportunities to build on previous knowledge. She models counting as babies engage in small-world play. Older children are supported to identify and sequence numbers, and they count with increasing accuracy. The childminder encourages children who are ready to begin to identify initial sounds in words. She supports children to find objects starting with an initial sound. However, sometimes, she models the incorrect pronunciation of phonetic sounds.
- The childminder seeks parents' views about her provision in annual questionnaires. She uses these to help evaluate her practice. Parents say the stimulating and joyful environment the childminder creates has helped to shape their children. They say their children love spending time with the childminder in a homely space of comfort, learning and laughter. Parents state the experiences the childminder plans outside of her home contribute significantly to children's development. They say children gain an understanding of the world around them, while creating core memories that will last a lifetime. They describe the childminder as one of their children's safe people, stating she has made returning to work stress and worry free.
- The childminder networks with other childminders. This provides an opportunity for children to make wider friendship groups and promotes their social 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 professional development to further improve the teaching of early phonics to ensure children who are ready gain the correct knowledge and skills to support future learning
- consider ways to build partnerships with other settings children attend, to fully support children's transitions and continuity in their learning and development.

Setting details

Unique reference number	EY547614
Local authority	Worcestershire
Inspection number	10407962
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 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	22 January 2020

Information about this early years setting

The childminder registered in 2017 and lives in Redditch. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded childcare and education for children aged from nine months to four years, during term time. She also provides school holiday and occasional overnight care for children up to nine years old. She has a relevant qualification at level 3.

Information about this inspection

Inspector

Sharon Wilcox

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures 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 childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the interactions between the childminder and the children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025