

Childminder report

Inspection date: 3 March 2020

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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder provides a relaxed and safe space for children to play freely. She is inclusive in her approach and ensures that the room and environment are tailored to meet the needs of children with special educational needs and/or disabilities (SEND). She skilfully provides targeted interventions, adapts activities and uses resources which inspire children who are reluctant to join in activities. For example, children are busy making marks on a large sheet of paper on the floor as they are keen to see the electronic dinosaur follow the lines they make. Each day, the childminder offers a rich range of media and materials for children to explore and use their senses. For example, children thoroughly enjoy feeling the texture of the sand and dough and are keen to talk about their ideas and thoughts. The childminder encourages children to move and combine resources to extend their ideas. For example, children use their fingers to make marks in the fallen sand on the floor and are encouraged to find other items they can use. The childminder manages children's behaviour competently and sensitively, and helps them learn about the consequences of their behaviour. Children learn to be kind to each other and to take turns, and they enjoy the routine. For example, they respond well and help tidy up when the childminder plays the tidy-up song.

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

- The childminder works with assistants and supports them to provide a rich range of experiences to help children make good progress from their starting points. The educational programme is centred on children having meaningful first-hand experiences based on the natural and local environment.
- The childminder places a sharp focus on fostering each child's individual character and builds a strong connection with them. She knows all the children well and helps them develop a real sense of belonging. They are happy and confident in her care.
- The educational programme for promoting children's communication and language is strong. The childminder speaks to children about what they are doing and skilfully introduces new vocabulary, concepts and ideas as they play. She confidently uses books to motivate children to learn and they show good listening and attention skills because she reads in a way that engages them.
- The childminder is creative in her approach and skilfully supports children to increase their literacy and mathematical skills through offering an inspiring range of resources. For example, children thoroughly enjoy making marks as they use a range of media and materials and learn to count, sort and recognise numbers.
- The childminder makes effective use of her observation and assessment system and swiftly identifies any children who may benefit from additional support. She works extremely closely with other professionals to help close gaps for children with SEND. Any additional funding received for these children's is used astutely

to offer extra support by employing a qualified and experienced assistant to help meet their needs.

- The childminder makes good use of the local community. For example, children attend various playgroups and visit places of interest and a local residential home to interact with older people. However, children have fewer opportunities to learn about the wider world and communities beyond their own.
- Partnerships with parents are warm and friendly. Parents are kept well informed about their children's time at the childminder's home. The childminder provides clear direction to parents on how they can support their children's learning at home. She offers good support on issues such as potty training, behaviour management and sleep routines. Parents report that they are impressed with the range of experiences on offer and how well the childminder supports their children.
- The childminder provides ample opportunities for children to be physical as they use the garden, various parks and soft-play centres. However, she does not always make the best use of the available space to help provide increased opportunities for children under 12 months to be physical.
- The childminder gives children clear messages about being healthy. For example, children regularly take part in baking and cooking activities and learn that high-sugar foods should be limited. They learn about the importance of good oral hygiene, take part in yoga and learn that exercise is good for their bodies.

Safeguarding

The arrangements for safeguarding are effective.

There are robust procedures in place to ensure household members and all those working with children are suitable. The childminder has a good knowledge of safeguarding issues. She ensures that her assistants receive up-to-date child protection training and know the procedure to follow if they have a concern about a child. Effective risk assessments are carried out to ensure children are safe in the home and on outings. The childminder teaches children about keeping safe in the kitchen and around her home, and helps children learn about the dangers of the local river.

What does the setting need to do to improve?

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

- increase the opportunities children have to learn about the wider world and communities beyond their own
- make the best use of the available space to help provide increased opportunities for children under 12 months to be physical.

Setting details

Unique reference number	EY472930
Local authority	Staffordshire
Inspection number	10075649
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	0 to 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	1 March 2016

Information about this early years setting

The childminder registered in 2014 and lives in Stafford. She operates from 7am to 6pm, Monday to Friday, for 47 weeks a year. The childminder works with two assistants. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household and working on the premises.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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