

Childminder report

Inspection date: 9 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are settled and enjoy their time in the childminder's care. The childminder creates a welcoming and safe environment, and children approach her with confidence and affection. They look forward to seeing their friends and have fun together as they pretend to make pasta and cupcakes. Children show a good level of independence in preparation for starting school and are eager to learn. They wash and dry their hands before helping with lunch. The childminder provides a curriculum that focuses on children's individual learning and development. She provides learning experiences based on children's interests. Children are provided with opportunities to explore the natural world. For example, they make 'potions' which include herbs from the garden, such as basil and chives, and enthusiastically help to feed the hens. Children play outside daily. They climb and take risks safely, having opportunities to practise their physical skills. The childminder tracks children's development to ensure that any gaps in learning are addressed. Children know the routines and boundaries of the setting and behave well. The childminder is a good role model and is kind and thoughtful as she speaks to them. She teaches children how to share, take turns and listen to her instructions.

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

- Parents are positive about the care their children receive. The childminder gets to know children and their families very well from the start. She implements a careful settling-in process. The childminder finds out about children's routines and development at home, what their interests are and their likes and dislikes before the parents leave children in her care. The childminder uses this information, along with her own assessments of children's learning, to plan for the next steps in children's development. Children make good progress.
- The childminder thoughtfully provides a broad range of activities to help her to develop children's knowledge and skills. She has a good understanding of the way children learn. She identifies what they know and can do, and what they need to learn next. Generally, the childminder is ambitious and understands her learning intentions well. However, occasionally, she is not as precise about her intentions for exactly what she plans for children to learn. This means that sometimes the childminder misses opportunities to extend activities and challenge older children to maximise learning.
- Children make good progress in their communication and language development. The childminder adopts effective teaching strategies to support young children in developing their vocabulary and the pronunciation of words. She encourages children to develop their language skills through singing and taking an interest in books.
- Babies feel safe and secure. They awake happily from a nap. Following a cuddle with the childminder, they are content and willing to resume their play. The

childminder helps children to gain confidence and independence. She listens to what children have to say with patience and interest. This leads to children becoming confident to express themselves and share their ideas and opinions.

- The childminder teaches children how to maintain a healthy diet. She encourages them to eat an array of vegetables and provides them with nutritious lunch choices. Children play an active role in sourcing their own food. For example, the childminder shows them how to grow strawberries and herbs. Children learn how to look after themselves. They know the importance of washing their hands and they are sensitively encouraged to use the toilet when they need to.
- The childminder reflects closely on her practice and the quality of her provision. She recognises the important part she plays in preparing children for school and future learning, and she maintains good links with the local school. The childminder works hard to improve her knowledge and introduce new ideas. For example, she has undertaken speech and language training and recently added new climbing equipment to support children's large-muscle skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her duty to protect children and she has attended relevant training. She has a secure knowledge of the signs that may indicate children are at risk of harm and is confident in the processes to follow to refer concerns to the appropriate professionals. She is also aware of wider safeguarding concerns, such as the 'Prevent' duty. The childminder places a strong emphasis on promoting children's safety, and she carefully risk assesses her home and garden. She ensures that her premises are safe and secure, indoors and out, so children can play and explore in safety.

What does the setting need to do to improve?

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

- review activities to help all children make the best possible progress in their learning and development.

Setting details

Unique reference number	EY550305
Local authority	Staffordshire
Inspection number	10113284
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 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Great Bridgeford, Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqueline Coomer

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence of suitability and training.
- The inspector took account of the views of parents through verbal and 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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