

# Childminder report

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Inspection date: 28 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy the time they spend with the childminder and her assistant. They confidently make choices about what they want to play with and engage well in their learning. Older children make links with their experiences. They purposefully overfill a container with water to represent an erupting volcano. They notice how adding more liquid to a water dispenser increases the speed at which water flows out of the tap. Children make good progress from their starting points and are well prepared for the next stage in their learning.

The childminder and her assistant support children's emotional security well. Children develop the self-assurance they need to confidently explore a range of social situations. For example, the childminder works closely with parents of new children to tailor settling-in arrangements specifically to meet the needs of each child. This helps children to gradually build up their confidence and easily manage any separation difficulties.

Children behave well. They understand the routines and what the childminder expects from them. Younger children develop good social skills and invite their friends to join them in their play. They enjoy playing games where they must wait their turn. This helps them to learn that sometimes they need to wait for what they want.

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

- The childminder reflects well on the service she provides and has made successful improvements to her practice. She works closely with her assistant and offers her good support to develop her professional knowledge. The childminder ensures that they regularly access training to extend their knowledge and skills. Recent training has helped them to identify how they can best design the learning environment to ensure that the resources children independently access stimulate their thinking skills.
- The childminder works closely with parents from the onset to establish children's achievements. She uses this information to help her decide how to best meet each child's needs. Parents say how their children 'flourish' under the care of the childminder and her assistant. They feel that their children are safe and well cared for.
- The childminder closely monitors the progress that children make. She uses her observations of children to identify what they need to learn to progress well in their development. She noticed that some children were reluctant to engage in physical activities following the COVID-19 (coronavirus) pandemic. She carefully adjusted the range of learning experiences available to motivate children to be active.

- The childminder skilfully plans experiences and the environment to ensure that children are motivated to learn. Children excitedly throw leaves and then concentrate as they carefully collect them back up ready to throw them again. They show a positive attitude and are motivated to play and learn. Children enjoy accessing places where they can safely climb and descend. They learn to identify potential risks. They recognise when they are out of their comfort zone and know how to manage this.
- The childminder and her assistant use their knowledge of children's achievements and interests to successfully plan what they want them to gain from activities. They know how to break down children's learning into a sequence of steps. For example, children learn to use scissors to cut dough, then progress to cutting paper. However, during some adult-led group activities, the childminder does not recognise some opportunities to extend the learning for older children in order to challenge them even further.
- Overall, the childminder and her assistant skilfully support children's communication and language development. This includes modelling correct language structures, such as when children mispronounce words. Children learn to take turns in conversations and speak fluently. However, the childminder does not use her observations of what older children say to identify how she can help them to extend their language skills even further.
- The childminder and her assistant encourage children to use their good imaginations as they play. Younger children pretend to sell ice cream in a shop. Older children explain how ghosts only have eyes and do not have a nose or teeth. This helps to extend their creativity.
- The childminder supports children's health well and carries out rigorous risk assessments to help minimise the spread of germs. Children learn about the importance of handwashing and how to look after their teeth.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding matters updated regularly and ensures that her assistant understands her policies and procedures. The childminder and her assistant have a good understanding of how to protect children and understand the procedures to follow if they identify any concerns about a child's welfare. They know what to do should they have concerns about the conduct of a person working in childcare. The childminder carries out careful risk assessments of her home, garden and places they visit so that children can play safely. This includes following current guidelines to ensure that children are safe when they sleep.

## What does the setting need to do to improve?

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

- identify precisely what older children need to learn to fully challenge them in their communication skills and extend their use of language even further
- recognise when to adjust teaching during adult-led group activities to extend the learning for older children even further.

## Setting details

<b>Unique reference number</b>	EY467860
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10124179
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	5 September 2019

## Information about this early years setting

The childminder registered in 2014 and lives in Newcastle-under-Lyme, Staffordshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday. The childminder holds an approved early years qualification at level 6. She provides funded early years education for two-, three- and four-year-old children. The childminder works with an assistant. She offers overnight care.

## Information about this inspection

### Inspector

Anne Dyoss

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the childminder, her assistant and children.
- The inspector sampled some of the childminder's documentation, including qualifications and training.
- The inspector took account of parents' written views.

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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