

Childminder report

Inspection date: 23 November 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 happy and settle well at this childminder's home. They develop strong, positive relationships with her and enjoy her company. Babies giggle as they cuddle up with the childminder while singing nursery rhymes. Children feel safe, happy and secure as they confidently explore the environment.

Children, including young babies, make independent choices about what they want to play with. They shake and tap musical instruments, babbling to the songs in the background. Children express lots of pleasure in their play as they clap their hands, demonstrating pride in their achievements. Children are becoming independent learners. Babies delight in feeding themselves with spoons at dinner time.

The children benefit from lots of exciting opportunities to get out and about in the local environment. They frequently visit playgroups, parks and farms. Children are learning about the world around them. They build relationships by socialising with their friends.

The childminder provides high standards of care as she meets the needs of individual children well. For example, she promptly recognises when babies are becoming tired, and comforts them, so they quickly drift off to sleep. The childminder provides a nurturing environment and is calm and kind in her approach. Consequently, the atmosphere is quiet and relaxing, and children's behaviour is exceptionally good.

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

- The childminder's partnership with parents is particularly good. She works closely with parents to gather detailed information about the children when they join the setting. The childminder shares information daily with parents about the children's care and about what they have learned. She encourages parents to help their children to continue their learning at home. For example, children have been exploring autumn leaves at the setting and the childminder encourages parents to visit a park with their children to look for signs of autumn. Parents describe the support from the setting as 'brilliant'.
- The childminder is ambitious and continuously strives to improve her provision. She evaluates her practice well and considers the views of others, including the local childminders' group, to identify ways to further improve her service. For example, future plans include reviewing children's direct access to the outdoor area. The childminder is passionate about her own professional development and regularly attends training events to update her knowledge. She has a good understanding of child development and how young children learn.
- Children's emerging communication and language skills are well supported. The

childminder provides lots of nursery rhymes and stories as part of her curriculum. She introduces new words to the children as they play. At dinner time, she talks to the babies about what they are eating, repeating words, such as 'raspberry, spoon' and 'thank you'. The childminder has learned sign language. This enables her to support children who communicate by signing.

- Children's physical development is well supported. The childminder plans the environment, so that children can practise their emerging skills. For example, she provides a range of push along toys for children who are learning to walk. There is plenty of space for babies to crawl and practise moving their whole bodies.
- Good hygiene practices are followed. Children learn about the importance of being healthy and keeping safe. They wash their hands after playing outside and before eating. Children benefit from a healthy diet at the setting.
- The childminder knows the children extremely well. She takes time to get to know their likes and dislikes. She uses the children's interests to plan appealing activities. Consequently, children are highly motivated and deeply engaged in their learning. Children are making good progress. However, the childminder does not always match activities to the intended learning and next steps of the children.
- The childminder supports children with special education needs and/or disabilities very well. For example, she attends specific training to ensure children who may have extreme allergies are kept safe. The childminder is well informed about their medical needs. She communicates promptly with parents about any incidents involving their children. Parents report that they do not have to worry when their children are with the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities towards safeguarding. She knows how to protect children from harm. The childminder has a good knowledge of child protection, including issues, such as the 'Prevent' duty guidance. She is confident about the procedures to follow should she have concerns about children in her care. Children play in a safe and secure environment. The childminder completes daily checks to make sure that this is maintained. Children are well supervised. The childminder holds an up-to-date paediatric first-aid qualification.

What does the setting need to do to improve?

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

- focus more clearly on the intended learning outcome of planned activities.

Setting details

Unique reference number	EY561086
Local authority	Staffordshire
Inspection number	10190641
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 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Perton, Staffordshire. She operates all year round from 7am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Denise Daley

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector completed a walk around the children's care and learning areas, to understand the intent and delivery of the curriculum.
- The inspector talked to a parent and looked at written feedback from parents to get their views of the setting.
- The inspector looked at documentation and held discussions with the childminder, to determine the suitability of persons working with children and living in the household.
- The inspector observed the children in their play and during care routines.

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

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E: enquiries@ofsted.gov.uk
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