

Childminder report

Inspection date: 12 January 2022

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

Children form strong bonds with the childminder. Toddlers come for reassuring cuddles and older children are keen to share their achievements. Children are happy and comfortable in their surroundings. They move freely around and choose how they want to play. Children learn how to be kind and to play cooperatively with one another. The childminder plays alongside children and reminds them about good behaviour. Children behave appropriately for their age. They are learning to take turns and to share resources. Children anticipate what they will be doing next, which shows they are familiar with the routines. The childminder provides children with lots of praise and encouragement.

Children are keen to learn. They concentrate well on things that interest them. For example, they experiment during a gluing and sticking activity and develop their hand-to-eye coordination effectively. Children benefit from a curriculum with a strong emphasis on communication and literacy. They look forward to daily opportunities to join in with songs and play musical instruments. The childminder provides a good selection of reading material. Young children enjoy choosing stories. They benefit from the childminder's positive and ongoing interactions. Children's confidence grows, and they eagerly copy new words. They listen and show their understanding, as they follow the childminder's instructions. The childminder has high expectations of all children at her setting.

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

- The childminder provides a broad curriculum, and children access a wide range of resources. She makes regular observations and assessments of children's learning to ensure they make good progress. However, she does not always ensure her planning for children's next steps in learning is sharply focused, to help them achieve at the highest level.
- The childminder understands that knowing and understanding lots of words and phrases is important for children's overall learning and development. She ensures that she talks clearly and introduces lots of new vocabulary throughout the day. For example, she encourages children to sing along to nursery rhymes and take part in activities to develop their early writing skills.
- The childminder keeps parents informed about their children's learning and progress. She works closely with them to identify their children's starting points and to share regular information about their children's learning. Parents' feedback to the childminder is positive about their children's care.
- The childminder teaches children the importance of healthy lifestyles. They learn about good hygiene routines, such as washing their hands before eating. Children visit the local park to play outside where they can run around in the fresh air and improve their physical health. They learn about keeping themselves

safe and to manage risks. For example, they are reminded about throwing balls inside. Children are being introduced to the importance of brushing their teeth through games and conversations.

- Children develop a good understanding of the world. For example, they learn about people who help us and about woodland animals. They enjoy seeing the animals at a local farm as they go for a walk. Children are developing their physical skills and coordination as they use simple technology and build with bricks. They delight in pressing buttons to create sounds. They use their imaginations as they pretend to make tea.
- The childminder provides a variety of play experiences for children which support their unique interests and abilities and motivate them to learn. The childminder recognises when children need more support to help them persevere when learning is more difficult. This successfully encourages children to keep trying, as they confidently master new skills. She promotes diversity and inclusion with the children. For instance, they have opportunities throughout the year to learn about and to explore different cultural festivals.
- The childminder is reflective in how she can improve the care she provides. She understands the importance of gathering the views of parents and children to help inform areas she can adapt and change. However, the childminder does not sharply focus her professional development plans to extend her knowledge and teaching skills to the highest level. She misses some opportunities during children's play to develop their mathematical skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard and to protect children. She has effective safeguarding procedures in place to ensure children are safe. The childminder is familiar with the signs and symptoms that may indicate a child is at risk of possible abuse, including being exposed to extreme views. The childminder understands the procedures should an allegation be made about herself or a member of her household. The childminder closely supervises children. She completes regular checks to ensure her home is safe for children.

What does the setting need to do to improve?

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

- refine the planning of children's learning to help incorporate their next steps for learning more consistently into their play
- enhance professional development in order to identify further opportunities to extend children's understanding of mathematics, to strengthen their skills further.

Setting details

Unique reference number	111769
Local authority	Staffordshire
Inspection number	10071252
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	10
Date of previous inspection	15 April 2015

Information about this early years setting

The childminder registered in 1999 and lives in Kingsley Holt, Staffordshire. She operates all year round from 6.30am 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 setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- 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 is 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 about the childminder's suitability and training.
- A meeting was held between the inspector and the childminder.

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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