

Childminder report

Inspection date: 13 January 2022

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 arrive happily at the setting and are greeted by the childminder, who is warm and friendly. Children settle quickly into the 'summer house' environment, which is calm and inviting. They independently select from the broad range of resources that are available to them, such as a toothbrush and model teeth. They demonstrate what they know as they focus and take their time to brush the teeth thoroughly.

Children spend much of their time at the setting outdoors. They learn about nature as they explore the resources that are set out. They enjoy looking at bugs on logs through a magnifying glass. They explore fine sand and discover what happens to it when they squeeze it.

Children are taken on daily walks in the community and the local nature reserve to explore further. Some children run about freely in the open space, while others are keen to find the natural objects on a list that they have brought with them. They eagerly show the childminder what they have found and use the new words they have learned to describe them, such as 'bumpy' or 'smooth'.

Children behave well and respond well to the childminder's gentle reminders to use their manners. Children develop the skills and attitudes to learning they need in readiness for their next stages in learning.

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

- The childminder has developed an ambitious curriculum, together with her co-childminder. They have clear intentions for what they want children to learn. The childminder knows the children in her care well. She uses the information gained from parents when children start, to help her to plan and build on what children already know and can do.
- The childminder uses her good communication skills to support children's early speech development. She uses clear speech and open questions to encourage children to speak. All children, including those who require additional support with speech, gain and use new words rapidly.
- Children have great fun during a story session. The childminder reads with lots of expression and a range of humorous voices, which draws children in. She builds anticipation as children wait their turn to lift flaps. Children are eager to share with others what they can see. They giggle as the childminder tickles them during parts of the story.
- Children develop independence when dressing. The childminder carefully gives support, just at the right time, as children dress in their 'all-in-one' outerwear. Even the youngest children are able to put on their own boots.

- Children are keen to do things for themselves. They each wash their hands before helping to prepare their snack. The childminder gives children lots of time to work out how to spread the butter onto their toast. Children are becoming confident in spreading as they do this regularly. The childminder helps children to start to cut their toast in half, and children continue to do this competently. They receive lots of praise for their achievements. This helps to increase their confidence in their ability to do things for themselves.
- Children form strong bonds with the childminder. They seek her out for comfort when they are upset or feel unsure. The childminder gives them lots of cuddles and reassurance. Children settle quickly as the childminder helps them to feel safe and secure.
- The childminder and her co-childminder work together to evaluate the service they provide. They consider ways to enhance the provision further for children. They include the parents' views when making their plans. For example, children now learn to cook healthy foods with a chef who has begun to hold sessions with them.
- The childminder holds stay-and-play sessions, which are well attended by parents. She has developed good relationships with the parents and talks daily with them at collection times. However, she does not focus precisely enough on sharing information about children's learning and development, so that parents are better informed about their children's achievements.
- Parents speak highly of the childminder. They say they are happy about the care their children receive, which gives them peace of mind. They are especially happy about the outdoor experiences that their children have.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have attended safeguarding training to ensure that their knowledge is kept up to date. The childminder demonstrates a robust understanding of the procedures to follow if she has concerns that a child is at risk of or vulnerable to abuse. She understands the procedures to follow in the event that an allegation is made against a colleague or person living in the home. The childminder routinely checks the play environment to ensure that it is safe for children to attend. She makes sure that all required documentation is accurate and up to date to help ensure the safe and efficient running of the setting.

What does the setting need to do to improve?

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

- focus more precisely on children's learning when sharing information with parents, so that they are better informed about what their children are achieving.

Setting details

Unique reference number	2593807
Local authority	Staffordshire
Inspection number	10219586
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 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and works with a co-childminder and an assistant in Tamworth. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Suzanne Taylor

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 took that into account in the evaluation of the setting.
- The inspector and the childminder held a learning walk discussion. The inspector viewed areas of the provision and discussed with the childminder how the curriculum is organised.
- The inspector made observations throughout the inspection and conducted a joint evaluation of an activity with the childminder to assess the quality of education.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held a meeting with the childminder. She reviewed relevant documentation, including qualifications and evidence of the suitability of adults living and working in the home.
- The inspector took account of the views of parents from the written information 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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