

# Childminder report

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Inspection date: 25 January 2022

<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	Not applicable

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

### The provision is good

Children are happy and settled in the care of the friendly and nurturing childminder. Children form strong and trusting bonds with him, behave well and follow instructions. They learn to handle toys with care and tidy up after themselves when they have finished playing. This helps them to develop a good level of independence. Children confidently make choices on the direction of their play and become deeply engaged in their chosen activity. Children make good progress from their starting points. They learn through a good balance of adult-led activities based on children's interests and child-initiated play experiences.

Children have lots of opportunities to play and explore outside in the fresh air. They enjoy making sandcastles in the sand and playing on the swings. The outdoor area is a well-resourced space for children to play and learn. The childminder understands the importance of outdoor play to support children's physical skills and provide them with opportunities to explore the natural environment. The childminder offers children healthy, home-cooked food and snacks. Children learn to develop healthy habits, such as washing their hands before mealtimes and after using the bathroom. Children receive lots of praise and encouragement for their achievements, which helps to boost their self-esteem and self-confidence.

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

- The childminder is dedicated and wants the best for the children in his care. He has a good understanding of how children learn and implements a curriculum that supports children's all-round development and helps identify and close any gaps in their learning.
- The childminder recognises the importance of keeping his knowledge and skills up to date. He accesses training that is available to him. The childminder regularly evaluates the quality of his provision to make ongoing improvements to children's experiences.
- Children take part in regular outings with the childminder to the local playgroup. This helps to develop their social skills because they meet other childminders and their children. The childminder also meets with other childminders to enhance his practice even further and to share ideas.
- The childminder gathers key information from parents about children's likes, dislikes and care routines before they start at the setting. This helps the childminder to plan effectively and support their settling in and well-being. Parent partnerships are strong. Parents are informed about their child's progress and the care they have received by the childminder. He works closely with parents to support children's learning at home and in the setting. Parents speak very highly of the childminder and the service he provides.
- The childminder understands children's backgrounds, interests and experiences

well. He provides some opportunities for children to learn about other countries through conversations and finding different countries on the globe. However, he does not consistently extend children's understanding of cultures and traditions which are different from their own. For example, children have fun celebrating festivals. However, these are predominantly based on British culture, such as St George's Day.

- Children have enjoyable opportunities to engage in messy play experiences. For example, children take part in baking cakes. They also make and decorate their own fridge magnets. The childminder provides resources for children to make marks and be creative. However, they are not always readily available for children to explore in their play, to develop their early writing skills and creativity to an even higher level.
- The childminder provides a selection of age-appropriate books for children to choose from. He encourages children to join in with repeated phrases and actions of familiar stories to support their early literacy skills. The childminder supports the development of children's communication and language skills well. He narrates children's play and asks a range of open-ended questions that develops their thinking and problem-solving skills. For example, when completing a jigsaw, he asks children if they think the pieces will fit together and encourages them to test out their ideas.
- The childminder incorporates additional learning into children's play and activities. He encourages children to explore early mathematics, such as counting. He revisits prior learning to help children to remember previous teaching. The childminder then plans for children's next steps in their learning and development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures the environment is safe and secure and supervises children well to help maintain their welfare. He completes regular risk assessments for his home and when the children go on outings. The childminder has a clear understanding of the signs and symptoms that may indicate a child is at risk of abuse and neglect. He has comprehensive knowledge of safeguarding protocols and actions to take if there are any concerns over a child's welfare. The childminder keeps his knowledge up to date on wider safeguarding concerns, such as the 'Prevent' duty. He is qualified in first aid, contributing to the overall safety of children.

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

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

- increase opportunities for children to become aware of diversity and cultures

that are different from their own to help them to understand and appreciate the diverse world they live in

- make creative and mark-making resources more readily available to enable children to further develop their early writing skills and explore their creative ideas.

## Setting details

<b>Unique reference number</b>	2534293
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10208539
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. He operates all year round, from 7am until 7pm, Monday to Sunday, except for one week at Christmas and family holidays. The childminder receives funding to provide free early education for two-year-old children.

## Information about this inspection

### Inspector

Angela Hulme

### 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 their evaluation of the childminder.
- The inspector completed a learning walk with the childminder and discussed how he implements his educational programme.
- The inspector observed the quality of teaching and the impact this had on children's learning.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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