

Childminder report

Inspection date: 2 March 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 enjoy their time and make good progress in this child-centred environment. They are given lots of choices to select their own resources to enhance play and are encouraged to follow their interests. Children develop confidence and self-esteem. They show a desire to join in with activities and demonstrate positive attitudes for learning. Children have high levels of concentration and develop good fine motor skills as they practise threading pipe cleaners through the holes of a kitchen colander.

Children's personal well-being is fully considered during the daily routine. Younger children sleep in pushchairs to ensure that school runs do not impact on times of rest. Children have lots of opportunities, indoors and outdoors, to exercise. They enjoy trips to the local park, engage in music-and-movement sessions and regularly attend a soft-play centre in the local community. The wider world is seen as an extension of the childminder's home and is used to enhance children's learning. Children are confident to recap memorable learning experiences. They remember how they used a pine cone to make a bird feeder and explain that a mouse ate the feeder. Children are given time to think about what they want to say. They develop good language skills and have opportunities to practise language through face-to-face conversations.

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

- The childminder knows key children well. She evaluates what children can do and assesses what they need to learn next. This ensures that children make progress in their learning. The childminder attends a wealth of training. This positively impacts on the quality of teaching and ensures better outcomes for children.
- The childminder reflects on potential barriers to learning within the home environment. She evaluates how to extend learning through alternative means to ensure that children have their needs met. For example, when it is not safe to play football in the house, the childminder adapts the activity to promote a controlled and safe ball game.
- Children develop good communication and language skills. They hear clear pronunciation of sounds and learn new words as they engage in a familiar story with the childminder. Children are confident to turn the pages in the book. They show curiosity for the pictures they see. They develop good early literacy skills, which they exercise during independent play. For example, children create a story of events as they engage in small-world play and say 'ready, steady, go' as they push a train and pretend that it is stuck on the track.
- Partnerships with parents are built through face-to-face interactions. The childminder gathers information from parents to understand children's starting

points for learning. She regularly provides parents with updates regarding children's progress. However, parents are not fully supported to embed and extend children's learning at home.

- Children receive praise when they display positive behaviours. However, when behaviours are unwanted, children are not always taught to understand why the behaviour is not acceptable. For example, children are told not to run, but they do not understand why. This does not help children to understand why rules are important nor does it teach children to keep themselves safe.
- The childminder works in partnership with the local school to support the experiences of children who attend after-school care. She plans activities based on learning taking place at school. For example, she invests in resources to complement children's learning about space.
- Children explore 'what's in the box' to learn about shapes. They have opportunities to enhance mathematical concepts. At times, children are not fully supported to explore shapes because they are not always given the time to learn through trial and error. For example, the childminder places the jigsaw pieces into their inset for the children. This does not encourage them to be independent in their learning or to problem solve.
- Children are supported to keep themselves healthy. They brush their own teeth and establish good oral care routines. Children know to wash their hands before lunch. The childminder assists children to wash in-between their fingers and rinse, and explains there are no more germs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about child protection and safeguarding issues, including female genital mutilation and the 'Prevent' duty. She has a secure understanding of the correct procedures to follow should she have concerns about a child's welfare. The childminder is confident to discuss why changes in children's behaviour would concern her and she is confident to liaise with schools and parents to ensure a child's well-being. Medication forms and accident forms are in place to ensure that children's care needs are met.

What does the setting need to do to improve?

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

- ensure that children receive clear explanations to understand acceptable behaviours and learn some simple house rules
- promote children's independence during play to ensure that they have the time to practise skills through trial and error
- strengthen the support for parents to extend children's learning at home.

Setting details

Unique reference number	EY337513
Local authority	Staffordshire
Inspection number	10073714
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	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 February 2016

Information about this early years setting

The childminder registered in 2006 and lives in Cheadle, Staffordshire. She operates all year round from 7am to 6pm, Tuesday and Wednesday. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant qualification at level 3.

Information about this inspection

Inspector

Mikaela Stallard

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 setting.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- The childminder and the inspector had a tour of the premises.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- Children spoke to the inspector during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's suitability, safeguarding and complaints policies.
- The views of parents were considered by the inspector via phone calls.

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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