

Childminder report

Inspection date: 14 June 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Positive relationships are evident between the childminder and the children in her care. Children receive a home-from-home learning experience. For example, the childminder makes mealtimes sociable and exciting events. Children enthusiastically talk about the rainbow-coloured food and rainbow-printed napkins. Since the COVID-19 pandemic, the childminder has placed greater emphasis on teaching children about their emotions and the importance of expressing feelings. For example, when children spill water, they receive reassurance. For those children who have food intolerances, their emotional well-being is fully considered. For example, when events in the local community take place, the childminder researches what food is on offer. She provides children with suitable alternatives to ensure inclusion.

Children benefit from a flexible routine which meets their individual needs. They have a wealth of choice in their learning environment. Children take turns to select songs they wish to sing. At times, children need support to make choices. These children benefit from visual aids and verbal ideas. However, the final decision is always theirs. Children have time to think. This ensures they have their voice heard.

Children learn good manners. They display age-appropriate behaviours. Children make kind friendships with their peers. For example, they pass their peer a drink to ensure they do not get thirsty. Children receive a wealth of praise for their kindness. They mimic 'polishing their halos' when the childminder praises them for good sitting and participation during a story time activity.

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

- The childminder is highly qualified and experienced. She continually reflects on her practice and the service she offers to ensure she drives improvement. The childminder takes a lead role in running local networking groups which other childminders attend. Together they share ideas and attend purposeful training. For example, following the pandemic, the childminder focused her professional development around 're-igniting parent engagement'. This ensured she could facilitate face-to-face meetings with parents effectively.
- The childminder keeps parents at the heart of her practice. As a result, parents are exceptionally happy with the quality of care their children receive. The childminder is confident to signpost parents to informative literature or additional professionals, to support their family's needs. She knows individual children extremely well. The childminder has clear assessments in place to meet the needs of all children, including those with special educational needs and/or disabilities.

- Children benefit from lots of stories and singing. They explore books to enhance their understanding of subjects taught. The childminder models a wealth of new vocabulary. For example, children learn the word 'author' when looking at stories. The childminder skilfully narrates children's experiences. She repeats their language and adds more words to help them to extend their sentences. However, the childminder does not always make the most of opportunities that arise to challenge children's thinking and encourage them to use the knowledge they have already gained.
- Children make good progress from their starting points. The childminder incorporates children's interests into the curriculum to ensure high levels of involvement. As a result, children demonstrate positive attitudes to learning. For example, children who have an interest in dinosaurs develop strong physical skills as they are eager to 'stomp like dinosaurs' as part of an adult-planned activity.
- Children develop a secure understanding of the community in which they live. They have a wealth of opportunities to attend purposeful trips and broaden their learning experiences. Children visit art galleries and period properties in the local town. Trips underpin current subjects taught to children and complement children's interests.
- Children learn the importance of rest and exercise. The childminder places a strong emphasis on healthy lifestyles. Children drink water during physical activities. They are extremely independent to meet their own self-care needs. For example, they cut up their own fruit at snack time. The childminder introduces concepts such as 'germs' when children independently wash their hands.
- The childminder works in partnership with the local school to have a positive impact for children who attend wraparound care. She plans activities based on what children are learning at school. This helps children receive the best outcomes in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident to discuss her procedures for child protection should she have concerns about a child's welfare. She has a strong knowledge of safeguarding issues, including female genital mutilation, online safety and the 'Prevent' duty. The childminder clearly understands the different types of abuse and key indicators for concern. There are effective systems in place to monitor children's absences, including identifying patterns of concern. The childminder and children have regular outings with another childminder deemed suitable to work with children. The childminder has considered a contingency plan in case of an emergency, should children need a secondary minder.

What does the setting need to do to improve?

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

- review teaching to identify how to help children to deepen their understanding and encourage them to recall and use the knowledge that they have already gained.

Setting details

Unique reference number	EY477675
Local authority	Staffordshire
Inspection number	10116236
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	3
Number of children on roll	11
Date of previous inspection	24 February 2016

Information about this early years setting

The childminder registered in 2014 and lives in Stafford. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status. The childminder receives funding for two-, three- and four-year-old children.

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 childminder and the inspector completed a tour of the premises.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The views of parents were considered by the inspector, through telephone discussions.
- Children spoke to the inspector during the inspection.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022