

Childminder report

Inspection date: 17 June 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 are happy and settled in the care of the friendly and professional childminder. They form strong emotional bonds with her and seek her out for a cuddle and reassurance if needed. All children show that they feel safe and secure in the childminder's home. They make independent choices on the direction of their play and are curious and inquisitive learners. Children learn through an effective balance of child-initiated play and adult-led activities that build on their interests. As a result, all children, including those with special educational needs and/or disabilities, make good progress from their starting points.

Children's behaviour is good. When they need support to regulate their behaviours, the childminder is quick to provide gentle reminders about what is expected from them. Children receive an abundance of encouragement and praise for their achievements, which helps to boost their self-esteem. The childminder supports children to develop a love of books and their early literacy skills. Children enjoy singing time and spontaneously sing their favourite nursery rhymes as they play.

Children are supported well in developing their independence. Older children pour their own drinks and enjoy the responsibility of carrying out tasks, such as putting the toys away and helping to prepare for snack time. Children develop their small-muscle skills in preparation for writing. For instance, they have a go at peeling their own oranges and carefully use a knife to slice strawberries. Children learn about a healthy diet and good hygiene practices, such as washing their hands before mealtimes.

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

- The childminder is very attentive towards the children. She is caring and nurturing and creates an environment where children are welcomed and can feel at home. The childminder knows the children well and confidently talks about their individual personalities and what makes them unique.
- The childminder is keen to continually improve. She has a positive attitude towards her professional development. The childminder reflects on her practice and identifies additional training to enable her to meet the needs of the children. For example, she is currently learning Makaton to support children with their communication and language.
- The childminder works closely with parents and other professionals to ensure that children receive the extra support they need. She makes good use of childminding network groups to share skills and ideas of best practice.
- Partnerships with parents are strong. The childminder communicates daily with parents and keeps them informed on the progress their children make and the care they receive. She involves parents in their children's learning and invites

them to share photographs of what children have been doing at home. Parents' written testimonials express the high regard they have for the childminder.

- The childminder has a good understanding of how children learn. She observes the progress they make. The childminder swiftly identifies any gaps in children's learning and uses effective strategies to help them make continued progress.
- Children's communication and language skills are supported particularly well. The childminder speaks clearly to the children and models the correct pronunciation of words. She provides a narrative as children play, asks open-ended questions and gives children time to express their opinions and ideas.
- The childminder increases children's skills and knowledge by introducing new topics. She provides enjoyable activities and resources that link to the topic that children are learning about. For example, during an under the sea themed activity, children have lots of fun exploring the different toy sea creatures in the water tray. Older children confidently recall the names of the creatures, such as 'octopus' and 'swordfish'. Younger children enjoy the sensory experience and squeal with delight as they use their hands to pat and splash the water.
- The childminder weaves some additional learning into children's play. She introduces counting into activities and conversations. However, the childminder misses opportunities to fully extend older children's mathematical learning, such as capacity and size. For example, while children enjoy emptying water from a container, she misses opportunities to talk about the container being full and empty and compare the different sizes of the toy sea creatures.
- The childminder provides opportunities for children to develop their physical skills. Older children use their balance and coordination as they climb on the garden apparatus. Younger children become increasingly confident as they develop their crawling and early walking skills in a safe environment.
- The childminder is dedicated and passionate about her work. She wants the very best for children in her care and strives for excellence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is a good role model with a strong awareness of how to keep children safe. For example, she reminds children to use walking feet when inside. The childminder has a good understanding of the signs and symptoms that may indicate a child is at risk of harm. She has a good knowledge of wider safeguarding issues and knows the procedures to follow if she has concerns over a child's welfare. The childminder supervises children well. She completes daily risk assessments to identify and remove any potential hazards, to ensure the premises are safe and secure.

What does the setting need to do to improve?

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

- strengthen the teaching for mathematics, to better support older children's mathematical knowledge and skills, paying particular attention to size and capacity.

Setting details

Unique reference number	EY475381
Local authority	Staffordshire
Inspection number	10231875
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 4
Total number of places	6
Number of children on roll	7
Date of previous inspection	5 September 2016

Information about this early years setting

The childminder registered in 2014 and lives in Stafford. She operates from 7.30am to 5.30pm Monday to Friday all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She provides funded early education for two-, three- and four-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 took that into account in their evaluation of the setting.
- The inspector completed a learning walk with the childminder and discussed how she implements her educational programme.
- The quality of teaching and the impact on children's learning were observed.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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