

# Childminder report

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Inspection date: 20 June 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 well cared for in the loving and nurturing environment that the childminder provides. The childminder provides a rich variety of activities for the children to direct their own play and learning. For example, when children are in the sandpit, she encourages them to use spades to fill and empty the buckets, teaching early mathematical concepts of full and empty. This also promotes the use of their large muscles.

The childminder promotes good behaviour and positive attitudes in every facet of the children's learning. Before the children leave for outdoor play, they tidy up the toys that they have played with. Children enjoy this responsibility and are eager to put away their toys and know where they belong. During dinnertime, the childminder promotes good manners by reminding the children to say 'please' and 'thank you'. After dinner, children throw away their own rubbish. They show delight when using a dustpan and brush to sweep away any crumbs that may have fallen.

Children enjoy trips to the farm and local nature trails. They also enjoy outings to the local park and library. This increases their knowledge of the world that they live in.

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

- Children benefit from a wealth of engaging activities in both the indoor and outdoor areas. They make their own choices and direct their own play. For example, children choose to play with the tweezers and pom-pom balls. They use their fingers to pick up the pom-pom balls and put them into containers, developing their small muscles in their fingers in preparation for writing.
- The childminder supports early language development well by introducing lots of singular words while children play. She comments 'splash, splash' as they play with balls and water. Children repeat the words while making big splashes in the water. They use containers to pour the water and balls down the wall-mounted guttering. They watch intently as the water races the balls down into the tray. Children delight in getting thoroughly wet as they climb into the water tray.
- The childminder is very passionate about providing the best care and learning environment for the children. She carefully sets out activities that she knows that children have an interest in. For example, she places an array of cars to attract children who are displaying a current interest in cars. Children stay engaged in play for a considerable amount of time. They enjoy the sensory sensation of sand between their fingers and look with fascination as the sand falls from their hands.
- Children are developing a love of books and songs. They eagerly choose items from a story sack, including laminated animal printouts. Children joyfully say the

names of the animals and begin to say the sounds each animal makes. Children sing with delight as they play. They begin to sing 'head, shoulder, knees and toes' while pointing to different body parts on a small-world figure. The childminder skilfully sings back and remodels any words that are mispronounced, supporting speech and language development. Children laugh and giggle as the childminder encourages them to point to her eyes, nose and mouth.

- The childminder has a clear intent on the curriculum for the children in her care. She has good knowledge of what children can already do and what they need to do next. She uses assessments appropriately to identify any gaps in children's learning. However, when gaps are found in learning, the childminder has not always sought appropriate support or advice from external agencies.
- Parents are very happy with the care and support they receive from the childminder. They comment that they would recommend the childminder to anyone looking for childcare. Parents are happy with how the children settle in with the childminder and with the feedback and learning experiences that the childminder provides. They comment that the childminder is approachable and is always smiling.
- The childminder continues to reflect on her practice. She is keen to develop her knowledge and skills and regularly attends online workshops and training events to further enhance her expertise. However, the childminder does not always have confidence in her own ability, especially when considering making referrals for children who she has developmental concerns about.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the different signs and symptoms of abuse. She knows what to do if she suspects a child is being harmed. The childminder knows who to report to if an allegation has been made regarding herself or any other adult in the home. She provides a safe and secure environment for children and appropriate risk assessments are carried out when on outings. Child safety locks are used in kitchen cupboards to keep children away from any harmful substances.

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

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

- work in partnership with external agencies when gaps in learning are identified to ensure that each child makes the best possible progress
- strengthen the reflective practice to gain confidence to make any referrals where concerns about development arise.

## Setting details

<b>Unique reference number</b>	EY550071
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10174308
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Burton On Trent. She operates all year round, providing full day care on Monday and Tuesday from 7.30am to 6pm, and before- and after-school care Monday to Friday from 7.30am to 9am and 3pm to 6pm. The childminder provides places for funded two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Salma Yates

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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