

# Childminder report

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Inspection date: 24 August 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, safe and secure in the care of the childminder. They have lots of fun with her as they play. For example, children laugh with the childminder as they pretend that their feet are 'stinky' and ask for foot tickles. They make good progress and develop a wide range of useful skills that prepare them well for their future learning and school. Children gain good levels of confidence and self-esteem. They clearly express their needs and wishes and have good communication skills that are relative to their age.

Children excitedly explore the stimulating learning environment. They develop a good understanding of the world, such as looking at the features of sea creatures to help name them. For example, they know the differences between a whale and a shark. The childminder successfully promotes a love of books and older children confidently recall characters and events from their favourite stories.

The childminder effectively helps children to manage their feelings and behaviour. Children understand the house rules and what is expected from them. They behave well and are friendly towards others. Children gain good levels of independence and confidently manage their personal care routines. They understand about making healthy choices and name foods that they know are nutritious.

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

- Overall, the childminder keeps parents informed of the progress that their children make and has regular discussions with them. She values the contributions that parents make to children's assessments, such as to complete the two-year-old progress check. However, the childminder does not make full use of the parent partnership to fully support children's continued learning at home.
- The childminder effectively self-evaluates to continually improve her practice. She prioritises her professional development and completes regular training and research to extend her knowledge and skills. Recent training helped her to enhance her knowledge of supporting babies' communication in their first year.
- The childminder successfully uses her observations of children and assessment to plan suitably challenging learning experiences for them. She knows what children's individual interests are and carefully plans the learning environment to reflect these. Consequently, children are well motivated to play and learn. Overall, the childminder has an effective curriculum in place for children. However, the childminder has not developed the education programme to precisely break down the knowledge and skills that children need to fully challenge them and secure their understanding.
- The childminder is a skilful teacher and responds well to children's spontaneous

play ideas to enhance their learning. For example, when children show an interest in making cupcakes using play dough, the childminder introduces candles. Children learn that they must keep a safe distance from the candle flame. They excitedly sing 'Happy Birthday' and wait for their turn to blow out the candles. The childminder further enhances the learning and encourages children to use their mathematic knowledge, such as to count the candles and think about their age.

- The childminder skilfully supports children's communication and language development. Conversations flow easily between the childminder and the children. When children talk about their recent experiences, the childminder asks them questions that encourage them to add more details. The childminder provides children with good language models. They benefit from a range of opportunities to be imaginative, such as role play with food from around the world and playing nail salons. This helps children to develop a wide vocabulary, make links with their own experiences and learn about diversity.
- Children benefit from many opportunities to develop their physical skills. They energetically dance to music and frequently visit the park with the childminder, where they gain the confidence to engage in more adventurous play. The childminder helps older children to gain greater dexterity with their fingers and they learn to fasten and unfasten zips, and buttons.
- The childminder is a positive role model. She supports children's personal development well. For example, she provides them with privacy during toileting routines. Children learn about care routines, such as washing baby dolls, drying them and the importance of good hygiene. The childminder offers children choices, such as whether they want their apple whole or sliced. Children confidently express their opinions and ideas.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes thorough risk assessment of her home and places they visit to ensure that children can play safely. She supervises children well. The childminder has a secure knowledge of safeguarding children and the processes to follow should she have concerns about a child. She is aware of potential signs and symptoms that may indicate that a child is at risk of harm. This includes concerns relating to extreme views and practices. The childminder maintains all the required documents relating to children's safety, such as for administering medication and accidents. She helps children to learn about potential risks when they use technology to access the online world.

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

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

- extend parent partnerships to further support children's continued learning at home
- refine the education programmes to identify how children's knowledge and skills can be challenged even further to help them to make the best possible progress.

## Setting details

<b>Unique reference number</b>	2563307
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10232161
<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>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in December 2019. The childminder holds an appropriate qualification at level five. She operates Monday to Thursday from 7am to 5.30pm, all year round except for bank holidays, and family holidays. The childminder receives funding to provide free early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Anne Dyoss

### 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 and inspector completed a joint observation together.
- The inspector held discussions with the childminder, interacted with children, and took into account the views of parents.
- The childminder and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector sampled some of the childminder's documentation, including qualifications.

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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