

Childminder report

Inspection date: 8 August 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are positive about their experiences at the childminder's setting. Children say they like coming and they enjoy the activities on offer, such as the craft activities. Parents say they could not be happier with the care provided by the childminder.

The childminder understands the care needs of children well. She caters well for children who have food preferences to support their safe exploration of food using their senses. Children feel safe in the childminder's setting. They have a strong relationship with the childminder and after a week of being away from the setting, they greet the childminder with a warm embrace, showing their delight to see her.

Children's behaviour is good. When minor conflicts occur in children's play, the childminder supports them. This helps children to learn skills such as sharing. The childminder works closely with parents to agree a consistent approach to behaviour management. Children make good progress from their starting points. They develop in confidence over time and are expressive in their play. They enjoy role play and take on various family roles while acting out household routines.

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

- The childminder has developed a good curriculum. The curriculum supports children's development across all areas of learning and helps those who have been adversely affected by COVID-19 to catch up. Children develop skills to support them in their next stage of learning. For example, they learn how to be independent and put on their own apron before craft activities.
- While the childminder has an ambitious curriculum, in her pursuit of excellence, the implementation of the curriculum is not yet precise enough to enable all children to make the best possible progress. The childminder does not consistently and precisely support children's use of spoken language and promote their concentration to the highest levels.
- The childminder plans the learning environments effectively with excellent resources to support children's learning. She introduces books and text across multiple activities. For instance, children look at books shared by the childminder about the seaside, before making their own pretend beach. This regular interaction with books helps children to develop a love of reading and promotes their literacy development.
- The childminder understands children's interests and learning preferences. Children really enjoy playing outside in the childminder's enchanting garden and playhouse. The childminder plans for these interests and learning styles to give children opportunities to exert themselves physically while they climb and clamber on physical play equipment and colour in a cardboard ice-cream van.

- The childminder has good partnerships with parents and this is a key strength of her practice. She provides daily information to parents about children's activities and care needs. When children first start, the childminder gathers information about what children know and can do and uses this information to assess children's starting points and plan for learning from the outset.
- The childminder promotes children's understanding of equality and diversity appropriately throughout the curriculum, with a focus on helping children to learn about similarities and differences. The childminder provides activities to help children show respect and tolerance for others. This also helps to prepare children for life in modern Britain.
- The childminder promotes children's healthy lifestyles well. She provides toys for children to practise oral hygiene skills. The childminder provides a suitable nutritious diet, for example, she serves a breakfast of brioche and strawberries with water to drink. The childminder keeps children safe in the sun, ensuring they stay hydrated. The daily routines encourage children to wash their hands throughout the day, including before mealtimes. Standards of hygiene are high.
- The childminder teaches children about how to keep safe using technology. Older children know not to take photos of other children in the setting on their personal devices. The childminder promotes children's knowledge and understanding of how to keep safe online, such as telling an adult if they see inappropriate content and only using technology devices with an adult.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is well trained and has professional experience of safeguarding children. She can identify risks to children and possible indicators of abuse, including child exploitation, children harming other children, radicalisation and extremism. The childminder has effective procedures in place to help ensure families receive the right support, early. She understands the local threshold of referral to children's social care and who to contact, as well as when to contact the police. The childminder has effective procedures to manage safeguarding, including for recording concerns and reporting allegations against household members to the designated officer and Ofsted. These arrangements help to keep children safe and promote their welfare.

What does the setting need to do to improve?

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

- strengthen the implementation of the good curriculum to precisely match teaching to the curriculum plans, to help accelerate children's communication and language development and increase their levels of concentration.

Setting details

Unique reference number	2558729
Local authority	Staffordshire
Inspection number	10232108
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Penkridge, Staffordshire. She operates all year round, from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate level 3 qualification. She provides funded early education for three-year-old children.

Information about this inspection

Inspector

Scott Thomas-White

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 spoke to the inspector about their intentions for children's learning.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning. He evaluated an activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request. He viewed the written feedback of parents.

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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