

# Childminder report

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Inspection date:

9 September 2022

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**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 happy and safe with the childminder. They are eager to explore the activities on offer. Children have good relationships with the childminder, who is nurturing and caring towards them. They regularly explore the local village and attend playgroups. This helps children to learn about the wider world they live in and to understand their place within it. Children behave well. They are familiar with the daily routines. This helps children to understand what is expected of them. Children learn to show care and concern for living creatures as they help to feed the childminder's rabbits. They take responsibility for their environment, keenly helping to dry the outdoor equipment following wet weather.

Children make good progress in their learning. They develop a keen interest in books, opening them and turning the pages as they narrate the familiar stories. This helps to develop children's early language skills and widen their vocabulary. The childminder sets high expectations for children. For example, they help to make their own lunch. Children develop their hand-to-eye coordination as they spread butter on bread, choosing a filling for their sandwich and cutting them up. This encourages children to make healthy choices and provides an opportunity for them to develop their independence skills.

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

- The childminder knows children well. She understands what children already know and what she wants them to work on next. For example, children work on gross-motor skills and developing language. She develops a well-sequenced curriculum that helps children to make progress across all areas of learning.
- The childminder addresses any misconceptions that the children have. For example, when children are counting, she sensitively corrects any wrong answers. This helps to preserve children's self-esteem and confidence.
- The childminder follows the children's lead. She often uses activities children choose for themselves to teach them new knowledge and skills. This helps to make learning meaningful for children.
- Children develop sound knowledge of early mathematical concepts. For example, the childminder teaches children about sizes and how to compare them. Children demonstrate this as they build towers, commenting on the biggest ones and the 'teeny tiny' ones.
- The childminder provides good support for children's language development. She narrates everything she does and repeats key words and full sentences. She purposefully clarifies unfamiliar vocabulary for children. Children develop good language skills, becoming confident communicators.
- Children feel comfortable asking for help. However, on occasion, the childminder responds to requests for help by completing tasks for children. Children do not

always receive encouragement or support to persevere when they experience difficulties. This means children's resilience is not always fully promoted.

- The childminder does not always offer children opportunities to solve problems and think critically about their actions. For example, when children climb up the slide, she does not encourage them to think about the risks themselves. This means that children are not always encouraged to find their own solutions and to develop their own sense of risk.
- The childminder supports children's independence well. For example, children go to the toilet and wash their hands independently. Even the youngest children get their own tissues and put them in the bin. This promotes children's growing independence and self-care skills.
- The childminder teaches children to understand and name their emotions. She uses this effectively as a tool to support behaviour management. For example, the childminder explains that some children might not be happy if water is put on their hair. This helps children to develop a sense of empathy and to be thoughtful about how their actions impact upon others.
- The childminder undertakes a range of activities to support her professional development. This includes attending courses and webinars. This helps her to ensure that her practice is always improving.
- Children have positive attitudes towards learning and are eager to explore and investigate. They independently access the resources on offer. They are settled and confident in their surroundings.
- Parents are happy with the care and education provided. They praise the home-from-home feel and the communication they receive. The childminder gives parents ideas on how to extend children's learning at home. This helps to promote continuity between home and the childminder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of different types of abuse and what signs to be alert to. She knows how to report any concerns she has. The childminder regularly attends safeguarding training to help her to keep her knowledge up to date. The childminder provides nutritious meals daily for children, encouraging children to make healthy choices. This helps to promote children's good health and well-being. The childminder teaches children about online dangers. This helps children to keep themselves safe online.

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

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

- enhance opportunities for children to think of their own solutions to problems
- encourage children to develop resilience when they face challenges.

## Setting details

<b>Unique reference number</b>	2555258
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10221626
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Wittington, Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 2. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amanda Richards

### 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 provision.
- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- Children 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.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the childminder.
- 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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