

Childminder report

Inspection date:

16 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy and eager to explore the carefully planned learning environment, which flows intentionally into the garden. They enjoy outdoor-based learning that provides them with opportunities to learn about nature, growth and wildlife. For example, children find a 'real bird's feather' which they add to their mixture of petals, herbs and water. They engage in imaginative play as they mix the ingredients together and say, 'I am making owl soup.'

Children feel safe and secure. For example, they constantly seek out others to share their learning experiences. Older children receive support and guidance from the childminder when they play with their younger peers. This helps them to understand how their peers learn. For example, at the end of activities, young children enjoy knocking down structures. Clear communication from the childminder supports older children to regulate their emotions and prepares them for what might happen next. This enhances children's relationships and contributes to their good behaviour.

Children have time to practise their developing self-care skills. For example, they independently blow their nose and wash their hands. Young children learn to self-soothe and settle well. For example, they breathe in fresh air, look into the sky and fall asleep with ease.

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

- The childminder is passionate about what she wants children to learn. She continues to evaluate the ongoing impact the COVID-19 pandemic has on children's development, and she adapts the curriculum to positively enhance their well-being. For example, she designs the environment to reflect the natural world to have a calming effect on children.
- Children learn about seasons. For example, they visit the local orchard and woodlands to broaden their understanding of the changes in nature. The childminder's curriculum intent is strong, and the environment is organised to enrich children's experiences. However, the childminder does not consistently plan how she will introduce the new experiences that she provides children with. This slightly hinders children making links with their existing knowledge to further support their learning.
- The childminder knows the children extremely well. She pays careful attention to how children play and their typical behaviours. This helps her to identify areas of learning which need specific attention. The childminder provides children with toys and activities to support their current interests and developmental needs. This encourages children's engagement in activities.
- Respectful relationships between the childminder and children are evident. For

example, nappy changing times are a positive experience for children. Babies laugh as they have their tummy tickled. Older children join in, and they tickle the baby's hand. This enhances children's social skills and helps them to develop a sense of belonging.

- Children benefit from a secure routine. This supports their emotional well-being. For example, children engage in conversations with the childminder to understand what to do next. Older children know that their younger peers sleep after lunchtime and to respect that they need a quiet space. They know to put their coat on before they go outdoors.
- Partnership with parents is good. The childminder is confident to gather information from parents to support children's learning. This helps children to settle well. She encourages parents to further enhance children's learning at home. For example, she shares links to valuable websites to promote parent's understanding of supporting speech and language development. Children make rapid progress in their communication and language skills. Parents say they feel fully informed about their children's learning.
- Children enjoy singing songs. For example, they spontaneously sing songs they have previously learned, such as 'Autumn Leaves Are Falling Down'. At times, the childminder does not make the best use of the questions that she asks children to challenge their thinking and to reflect on their existing knowledge.
- The childminder is self-motivated to conduct research and attend training to enhance the quality of the provision. She reads a wealth of literature to enhance her knowledge of child development, including books on child psychology. The childminder's enthusiasm means she constantly wants to learn. She has clear action plans in place to ensure the provision continues to improve.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of different types of abuse and key indicators for concern, including specific signs of early neglect. She works in close partnership with other professionals, including health visitors. Together, they discuss early concerns and how best to support families. The childminder has a secure understanding of the correct procedures to follow should concerns develop about a child's welfare. She is confident to whistle-blow should she have concerns about another person living in her home or in the community. The childminder liaises with local authority coordinators to understand local safeguarding issues. This ensures she can prioritise training accordingly.

What does the setting need to do to improve?

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

- extend teaching techniques to build on opportunities to broaden children's

- learning and ensure they fully benefit from the experiences provided to them
- enhance questions asked of children to promote open discussions and opportunities to extend their developing memory skills and learning.

Setting details

Unique reference number	EY481879
Local authority	Staffordshire
Inspection number	10236485
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 3
Total number of places	3
Number of children on roll	3
Date of previous inspection	3 October 2016

Information about this early years setting

The childminder registered in 2014 and lives in Newcastle-under-Lyme, Staffordshire. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for Christmas bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She is eligible to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mikaela Stallard

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder and the inspector completed a tour of the premises.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The views of parents were considered by the inspector through verbal discussions and letters.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household and accident forms.

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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