

# Childminder report

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Inspection date:

28 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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 confident, happy and settled in their environment. They form secure attachments with the childminder, who is warm, caring and responsive to their needs. Children move freely around the learning space and choose from a range of resources that interest them. They play independently as well as engaging with others. Children enjoy being outdoors and are curious about the world around them. For instance, children find different insects, such as spiders, in the childminder's autumnal garden. They examine them and ask questions to build on what they know.

Children develop healthy lifestyles in the childminder's care. They thoroughly enjoy the opportunities to develop their large-muscle movements. They confidently practise skills such as kneading and pressing play dough and throwing and catching balloons. Children benefit from walks to school and visits to local parks where they enjoy fresh air and exercise. Children learn how to brush their teeth correctly. The childminder involves children in growing produce, which supports their understanding of where food comes from. This helps them to develop strong and healthy bodies. The childminder calmly helps children to understand expectations for behaviour. Consequently, children understand the importance of taking turns and sharing. They listen and respond to instructions. Children behave well and have good manners.

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

- The childminder has a good knowledge of the learning and development requirements. She provides a curriculum to help all children have access to a broad range of experiences. The childminder undertakes regular assessments of children's progress. As a result, she knows what children need to learn next to move on to the next stage of their learning and how to support them to do so. However, sometimes, activities planned to develop children's early writing skills do not precisely match their abilities.
- The childminder arranges her home and resources effectively to ensure that children can make choices about their play and learning. This encourages them to explore, investigate and develop their own interests and ideas. The daily routines are well organised and promote children's physical health and well-being effectively. The childminder encourages children to be independent and carry out small tasks for themselves. For example, children learn to wash their hands before eating and to put on their coat and shoes.
- Children's development of communication and language is supported well. The childminder engages with children and supports them effectively to extend their vocabulary. She skilfully models language and talks to children as they play. Young children learn nursery rhymes and songs as the childminder sings with

them, and children can choose their favourite story to be read to them. Children develop good speech and language skills with the childminder.

- The childminder helps children to learn about different people and communities. For example, she provides books and activities to reflect various religious and cultural events throughout each year. She ensures that children have a broad range of experiences, which helps them to learn about and feel part of the wider community. For instance, children attend playgroups with the childminder and enjoy regular outings to the local shops and library.
- Partnerships with parents are good. The childminder gathers information from parents about children's routines and interests when children start to attend. She continues to maintain good contact with parents about their children's care, well-being and development. Parents state that they know that their children are happy with the childminder and make good progress. The childminder keeps parents well informed about what she wants children to learn next so that they can also support this at home. As a result, children receive good continuity of care and learning.
- The childminder is reflective of her practice and continues to make improvements for the children she cares for. She keeps her knowledge and skills up to date through completing training and meeting with other childminders to share good practice. As a result, children benefit from fresh ideas and resources that inspire their learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to keep children safe. She keeps her safeguarding knowledge up to date and can recognise the signs or symptoms which may be a cause for concern. The childminder is clear about the procedures to follow if she is concerned about a child in her care. The childminder supervises children appropriately and carries out thorough risk assessments on her home and for any outings she has with the children. This helps the childminder to provide a safe and suitable environment for children to play and learn.

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

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

- refine activities to help children develop early writing skills and ensure that these are precisely tailored to children's individual abilities.

## Setting details

<b>Unique reference number</b>	EY481896
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10236487
<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>	0 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	12 October 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Audley, Stoke-on-Trent. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Jacqueline Coomer

### 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 setting.
- The childminder and the inspector had a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of a teaching activity was carried out by the childminder and the inspector.
- The inspector took account of the written views of parents, provided by the childminder, and spoke to children at appropriate times during the inspection.
- The inspector observed the quality of teaching, indoors and outdoors, to assess the impact this has on children's learning.
- The inspector spoke to the childminder and looked at relevant documentation and evidence of suitability.

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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