

Childminder report

Inspection date:

28 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

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 confident in this warm and welcoming childminder's home. They excitedly explore the different learning opportunities made available to them. Children are extremely helpful and well behaved. They want to help the childminder as she is preparing for an activity and say 'good helpers' and 'nearly ready'. Children use their knowledge to count various objects in and out of coloured pots. The childminder listens carefully and uses language to extend children's learning. For example, she asks 'Which one is the biggest?' Children are eager to extend the activity as they respond with, 'I can measure it.' They compare the size of a toy snake and butterfly. Children welcome challenges and demonstrate resilience as they notice that they counted objects incorrectly and begin to count again. They share mutual respect for each other as they hold up their cups and say 'cheers'.

Children enjoy listening to and joining in with stories alongside their friends. They snuggle up to the childminder in anticipation. Younger children are fascinated with the sounds that interactive books make as they use their fine motor skills to press buttons and feel textures. They use their whole bodies to display how happy they are. They are proud of their achievements as they shout 'ta da' to express their pride. Other children join in with their celebration and clap their hands, further cementing children's pride and self-esteem. Children's confidence and self-esteem are further embedded as they discover lost toys and successfully tell the childminder where they belong.

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

- Children are exceptionally polite and say 'please' and 'thank you' consistently. They treat others with kindness. For example, children finish playing with a resource and use their initiative to pass it on to another child who has shown an interest. The childminder further embeds this ethos of respecting others as she provides constant praise, using animated expression.
- The childminder uses in-depth self-evaluation tools to identify how to increase her professional development and to improve the quality of teaching. Other childminders carry out regular observations of her practice. They provide her with feedback and ideas to improve her provision and interactions with the children. For example, the childminder identified the need to attend training about supporting children's emotions. She uses this training to implement a 'feelings' board and encourages children to look in the mirror and describe how they are feeling.
- The childminder maintains strong links with staff at the local school. She shares relevant information about children's development and their likes and dislikes. This provides useful information that teachers can review and use to plan for

children prior to their transition. However, the childminder has not successfully maintained links with staff at children's other settings. This does not fully support children to make the best possible progress.

- The childminder has excellent links with other local childminders and meets with them regularly. Children benefit by socialising with other groups of children and adults, expanding their knowledge of how to build strong relationships.
- The childminder gives children experiences outside of the setting as they explore local woodland and parks together. Children build their physical skills when they run up and down hills and navigate their way through trees. The childminder ensures that children are safe during outdoor activities by implementing secure routines and boundaries. For example, children have been taught to use lamp-posts as a signal to wait for the childminder.
- Children's language and communication development is consistently improving. The childminder listens and responds thoughtfully to what children say. In addition, she uses sign language to communicate with younger children who have limited speech. They demonstrate how to say 'please' and 'thank you' using their hands.
- Children learn about each other's dynamic families and different backgrounds and beliefs. They discuss who lives with them and what festivals they celebrate at home. Children know that people have different coloured skin tones and abilities. However, the childminder does not ensure that children learn about a wider range of cultures, religions and beliefs which prepare them for the diverse society.
- Parents feel reassured and extremely pleased with the care and attention their children receive. They speak highly of the childminder's ability to create a welcoming and calm environment. Parents comment about their children's developing social skills since joining the setting and particularly like the updates they receive about their children's next steps.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to identify the signs and symptoms of abuse, which helps to protect children from harm. She has good knowledge about when she should contact other professionals for advice about concerns. Children and families benefit from the childminder's good knowledge and receive appropriate support and advice if needed. The childminder risk assesses areas in the setting and during outings. Children are reminded to pick toys up to remove trip hazards and to follow rules when they go out for walks. Children learn about the importance of hygiene routines to prevent infection and illness as the childminder talks through the steps of handwashing before mealtimes.

What does the setting need to do to improve?

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

- assess and review the implementation of activities that support children's knowledge of a wider range of cultures, beliefs and backgrounds
- increase communication with staff at other settings children attend to further support their learning outcomes.

Setting details

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| Unique reference number | EY480126 |
| Local authority | Staffordshire |
| Inspection number | 10236426 |
| 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 | 1 to 10 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | 16 November 2016 |

Information about this early years setting

The childminder registered in 2014 and lives in Tamworth, Staffordshire. She works with a co-childminder. The provision operates all year round, except for bank holidays and family holidays. The childminder offers care on Monday and Friday before and after school hours, and on Tuesday, Wednesday and Thursday from 7.30am until 5.30pm. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nancy Hitchcock

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector reviewed documentation and suitability checks for other adults living on the premises.

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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