

Childminder report

Inspection date: 13 October 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	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are happy, settled and comfortable in the childminder's home. They have formed close and warm relationships with the childminder, who is attentive to their needs. This helps children to feel safe and secure in her care. Children listen and respond well to the childminder. They are kind to each other and play well together. When children first start with the childminder, she gathers information from parents about children's care needs to enable her to follow their routines from home. This helps to provide consistency for children.

Children are confident to lead their own learning and make choices about what they want to play with or do. Children keep on trying as they practise their skills. For instance, they persist in trying to balance wooden blocks as they build a tower. The childminder supports their self-esteem well, offering them encouragement to help them achieve. Children experience a range of activities which help them to develop their social skills. They attend regular playgroup sessions and go on trips to the park and library. They meet new children and people and develop confidence in social situations. Children are developing the skills they need for the next stage in their learning.

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

- A child-centred, play-based approach is at the heart of this childminder's provision. Children benefit from a curriculum that is tailored to suit their individual interests. The childminder provides messy play, craft activities, story time and singing sessions, which help children to concentrate and develop their interests. The childminder knows the children well and monitors their progress in partnership with parents.
- Children learn about the natural world. They enjoy regular walks where they learn about the local area and talk about nature, collecting leaves and observing squirrels in the garden. The childminder plans effectively overall for children's ongoing development. She provides suitable toys and resources in line with their next steps. However, the childminder misses opportunities to support younger children in engaging to their full potential. Sometimes, she does not plan group activities precisely to fully meet their needs.
- Children demonstrate a secure understanding of the childminder's expectations of their behaviour. The childminder is a positive role model. Children listen and respond well to her instructions. They readily share toys and remember to use polite words, such as 'please' and 'thank you'. This shows that children are respectful and courteous towards each other. The childminder helps children to prepare for starting school. She has a clear understanding of what skills she wants children to be confident in.
- The childminder provides a language-rich environment that promotes children's

communication and language skills effectively. She carefully teaches new words and models the correct use of English. She supports younger children to learn basic vocabulary, as well as developing their social skills and independence. Children's language skills are further promoted through a repertoire of songs they like to sing.

- The childminder helps children to adopt a healthy lifestyle. She implements a healthy eating policy and offers children healthy snacks and nutritious meals. Children have opportunities to be physically active at the setting and during their outings. The childminder has identified and planned improvements to the outdoor environment. However, there is scope to further enhance learning opportunities in the outdoor area for children who prefer to learn outside.
- The childminder has strong working relationships with parents. She shares feedback with them about each child's day so that they receive up-to-date information about their child's learning and progress. Parents state that the childminder is friendly and caring towards their children. They comment that their children are happy and developing well in the childminder's care.
- The childminder works hard to develop her own practice and maintain quality. She takes time to seek out new training. She attends local networking groups and responds quickly to changes and updates in the early years sector. The childminder is motivated to read, review and reflect on these changes to continually improve the service she provides.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to report concerns and knows the process for doing this. She has a good knowledge of the signs and symptoms of abuse. The childminder completes regular training to keep her knowledge up to date. She has a good understanding of the wider issues in society, such as the 'Prevent' duty. The childminder is aware of the process if there is an allegation made against anyone in her household and she ensures their ongoing suitability.

What does the setting need to do to improve?

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

- review the planning of group activities to support all children to remain engaged and interested in their learning
- develop the outdoor learning environment to provide even more opportunities for children who prefer to learn outdoors.

Setting details

Unique reference number	EY415059
Local authority	Staffordshire
Inspection number	10235447
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	12 January 2017

Information about this early years setting

The childminder registered in 2010 and lives in Kidsgrove, Stoke-on-Trent. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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 provision.
- The childminder and the inspector had a learning walk around the setting and discussed the learning intentions for children and how the environment is arranged.
- 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 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 held discussions with the childminder, 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022