

Childminder report

Inspection date: 11 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children enjoy being with this friendly childminder. They are confident to explore the room and to find their favourite activity to play with. Babies are fascinated by spinning wheels, turning them repeatedly to see how they move. Older children play with a tea set, making 'tea and cake' for themselves and the childminder. Children show that they have formed strong bonds with the childminder by continually inviting her to join in with their play. She understands their needs and gives them the care and attention they need. This ensures they feel safe and secure, which supports them emotionally and develops their well-being.

The homely atmosphere is clean and welcoming. The children can independently access a range of age-appropriate toys and books. The curriculum is based on the children's interests and so engages them well in activities. Outside is a large garden with further resources to excite the children, for example swings, ride-on toys and a playhouse. The children enjoy growing fruits and vegetables throughout the year. For example, cucumber and strawberries which they pick to enjoy at snack time. They also access the local library and playgroup once a week to add variety, and to further enhance their learning.

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

- The childminder promotes children's independence. This enables children to choose what to play with. Throughout the routines of the day, the childminder encourages children to tidy away after their play and help set up for new activities. She helps to develop their self-care skills. For example, babies eat finger foods independently. Toddlers start to drink from open beakers. Children wipe their own hands before snack and after art activities.
- Everyday activities have early mathematic concepts interlinked in them. For example, when setting up for lunch, the childminder asks the children to count the chairs needed. The children respond well and join in counting the chairs. Due to their age and stage of development, the children do not always get the numbers correct. The childminder counts again, modelling the correct numbers and sequence. This enhances the children's learning.
- The childminder knows the children extremely well. She understands children's interests and uses them to develop their next steps. For example, the children enjoy the musical instruments. She uses this to engage them in singing and action rhyme activities. Older children shake, tap and bang instruments to the rhymes. Babies enjoy being held, and sway back and forth to the song 'Row, Row, Row Your Boat'. The children are developing their listening, communication and language skills.
- The childminder models good language and communication. She talks to the children throughout the day. She listens and responds to them. As she reads

books, she asks questions and points out interesting things. However, the childminder sometimes does not successfully support children to make progress when they have next steps linked to communication language. In addition, quieter children often miss out on giving their response to a question as the childminder allows more vocal children to dominate conversations.

- Children have the opportunity to develop their physical skills. For example, during an art activity the children used their fine motor skills to carefully peel off stickers from a sheet. Babies hold rattles and toys. They shake and bang them excitedly. Outside, children can use their large motor skills to run, jump and skip. This ensures children have the opportunity to develop physically in a wide range of ways.
- Parents are extremely happy with the childminder. They are keen to say how they have been supported through a range of personal circumstances. They have feedback daily in a range of ways that suit them, for example some parents have feedback on an app, while others prefer verbal feedback when collecting their child.
- The childminder regularly evaluates the quality of her provision. She takes part in online training to gain extra knowledge and ideas. Support from the local authority has highlighted some areas of development and the childminder has promptly acted to implement these into her practice. This improves the outcomes for the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has recently updated her safeguarding training. She confidently explains indications of abuse and understands how to report any concerns. The childminder keeps up to date with her paediatric first-aid training and has undertaken further training to keep children safe. For example, sleep awareness and infection control. The childminder understands the risk of food allergies and has taken steps to ensure children are kept safe from the risk of harm. Resources and equipment are well maintained, and the premises are safe and secure.

What does the setting need to do to improve?

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

- strengthen opportunities to build on all children's existing communication and language during the day
- allow all children more time to listen and respond during interactions.

Setting details

Unique reference number	209727
Local authority	Staffordshire
Inspection number	10234335
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 9
Total number of places	9
Number of children on roll	9
Date of previous inspection	5 January 2017

Information about this early years setting

The childminder registered in 1999 and lives in Knypersley, Staffordshire. She operates all year round from 7am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- This was the first routine inspection the provider 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents and carers shared their views of the setting with the inspector.
- The childminder showed the inspector a sample of key documentation.

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