

Childminder report

Inspection date: 14 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and feel safe. For example, after a busy morning, they fall asleep securely in the childminder's arms. Relationships are mutual. For example, when children feel tired, they benefit from having their heads stroked by the childminder, and they receive a hug. This has a calming effect on children, and they settle well.

Children make good friendships. For example, older children adapt their play to ensure younger peers can join in. They sit with non-mobile babies and play a spontaneous game rolling the ball back and forth. Children develop good social skills and an awareness of the needs of others. They enjoy receiving large amounts of praise by the childminder for their participation in activities. They are well motivated to play and learn.

Children benefit from a free-flow environment because they have choice of where they want to play and with what. They are confident within a secure routine and respond positively to simple instructions. For example, children stop their play to tidy up because they know it is snack time. Their behaviour is good.

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

- Partnerships with parents are strong. The childminder encourages parents to share information about children's experiences to further inform planning and create next steps for their learning. For example, following a parent observation, the childminder introduced a 'keyboard' into the play environment. However, the childminder does not fully consider how to use children's interests to plan for their learning. This means that there are times when the childminder does not fully engage children in their learning.
- Children have a wealth of resources to choose from, and they lead their own play. This positively contributes towards their happiness at the setting. The childminder knows how to sequence children's knowledge and skills. For example, she purposefully introduces a plate and spoon into the play environment to encourage younger children to independently practise key skills, such as hand-eye coordination. This helps children to develop the confidence in their physical development to later feed themselves.
- Children gain a sense of belonging as part of the wider community. For example, they have opportunities to practise social skills and expectations for good behaviours as they meet new people at the local church. They enhance their understanding of the world through regular experiences in the local community. Children make good progress from their starting points.
- The childminder shares copious amounts of information with parents, including updates on children's learning and progress. She provides parents with

informative leaflets to support children's outcomes when they are away from the setting. For example, the childminder finds out about children's oral health routines. This helps in identifying what further guidance parents may benefit from to further enhance their children's health and well-being.

- Children make good progress in their communication and language development. The childminder supports the children's communication and language development well, and she positively interacts with them as she narrates their play. This helps to support children to associate words with objects and actions. For example, the childminder uses positional language, such as 'up' and 'down', to describe children's movements as they climb up the garden step. Babies listen attentively and practise using vocabulary.
- Children develop early self-help skills. For example, they independently use a wipe to clean their own table, and they select their own plate. This offers children some responsibility in their routine. However, the childminder does not make the best use of everyday routines to fully support and challenge children, to develop their sense of responsibility.
- Prior to the inspection, the childminder had considered areas for improvement, including plans to embark on future training to enhance her professional development. She is quick to identify when children need further support. She knows to work with outside agencies to support children's outcomes. This ensures a collaborative approach to working together.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has secure knowledge of child protection and safeguarding issues, including female genital mutilation, radicalisation, and extremism. She can identify different types of abuse and key indicators for concern, including concerns for non-mobile babies. The childminder supports parents to keep children safe. For example, she talks to parents about dangers in the home, and she shares safeguarding policies to ensure parents know and understand the indicators that may suggest a child is suffering or at risk of suffering abuse, neglect or harm. She knows the correct procedures to follow should she have concerns about a child's welfare, including what to do in the event of an allegation. She is confident to whistle-blow.

What does the setting need to do to improve?

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

- give further consideration to children's individual interests, to plan learning experiences that fully motivate and engage them in their learning
- reflect on teaching to identify how to extend opportunities for children to further develop their sense of responsibility.

Setting details

Unique reference number	2599426
Local authority	Staffordshire
Inspection number	10251526
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	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Tamworth. She operates Monday to Friday, from 7.30am to 5pm, all year round. The childminder holds a relevant early years qualification at level 3.

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on behaviour and attitudes.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The views of parents were considered by the inspector.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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