

Childminder report

Inspection date: 14 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, safe, and secure in the care of this childminder. Children behave well and have a positive attitude towards learning. They enjoy taking part in activities that are planned for them. For example, they use a range of tools to explore and investigate the hard plastic autumn tray. They are developing their fine-motor skills and hand-to-eye coordination as they use tweezers to pick up conkers and acorns. Older children successfully copy and describe colour patterns. Children explore smells and textures in a play dough activity, and they use their imaginations to create squirrels and spiky hedgehogs. Children are making good progress in their learning.

Children are gaining knowledge of the world around them through meaningful experiences. Regular outings help children to explore their local community. They are developing their understanding of people who help us. For example, children know that the 'Lollipop Man' crosses them safely over the road. Children are learning about the importance of recycling as they separate their lunch waste into items that can and cannot be recycled. They take pride in helping to carry out small tasks, such as tidying up their toys and collecting up the bowls after snack. Children learn to respect and take care of animals as they play alongside the childminder's kitten. They pick dandelion leaves to feed the giant land snail and are taught how to handle the snail safely and with care. They are learning valuable life skills to prepare them for their future.

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

- The childminder provides a curriculum that builds on what children know and can already do. She considers how children learn and plans activities based on this. As result, children show high levels of engagement in adult-led activities. However, resources provided in between adult-led activities do not always stimulate and capture the attention of all children. This sometimes results in children wandering between resources and not engaging in meaningful play.
- Children are making good progress in their speech and language skills. The childminder models language well to support children to speak clearly. She identifies children who may need early help and makes referrals to speech and language services. Children are confident communicators and can express their wants and needs.
- The childminder knows her children well. She uses settling-in sessions to gather information from parents about what children already know and can do. She uses this information, along with her own observations of children, to identify their starting points and plan targeted next steps. The childminder uses questions and challenge to extend the learning of toddlers and pre-school children. However, she does not fully consider the extended learning

opportunities for younger children. As a result, opportunities to build on and enhance younger children's learning are missed.

- The childminder successfully teaches children about healthy eating. She talks to them about the food they are eating and encourages them to make healthy choices. Children experience regular yoga sessions and have lots of opportunities to practise their gross-motor skills during outdoor play. Children are building an understanding about the importance of healthy lifestyles.
- Children behave well in this setting. The childminder reminds children of the rules, such as using 'kind hands' and not to run indoors. Children play alongside each other and generally share their toys and resources well. The childminder implements effective behaviour management strategies. As a result, young children are progressively gaining control of their feelings and managing their frustrations.
- The childminder frequently promotes mathematics in the environment. Children hear lots of mathematical vocabulary. For example, they choose big or small spoons and explore if the container is full or empty. Children are encouraged to count the creations that they have made with play dough. They confidently count along with the childminder saying 'one, two, three, four'. Older children successfully follow the instructions to make 'one more' ball out of their play dough. Children are enjoying developing their early mathematical skills.
- Partnerships with parents and other professionals are good. Parents are happy with the care that they receive and regular updates throughout the day leave them feeling reassured. Half termly reports keep them informed of their child's progress and current targets. Parents comment positively about the progress their children make. They describe the setting as a 'happy environment' and say that their children 'thrive' and have come on 'leaps and bounds'. Children are prepared for their transitions to school as the childminder works with teachers to share information about children's experiences, current learning and next steps.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a strong understanding of her duty to keep children safe. She has a robust knowledge of the signs that could indicate that a child is at risk of harm. The childminder also understands the risks posed to children through exposure to extremist views and practices. She knows what processes to follow if she has concerns about a child's welfare or if an allegation is made about herself. Effective risk assessments ensure that children are safe on the childminder's premises and when out on trips. The childminder regularly updates her safeguarding training, and she supports parents on how they can help to keep their children safe online.

What does the setting need to do to improve?

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

- review learning opportunities provided between adult-led activities to help engage children in meaningful play at all times
- develop teaching practice further to enhance learning opportunities for younger children.

Setting details

Unique reference number	2573353
Local authority	Staffordshire
Inspection number	10250878
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and is based in Rugeley, Staffordshire. The childminder holds an appropriate early years qualification. She operates all year around. Sessions are available Monday and Friday from 8am until 4.30pm, and Tuesday, Wednesday, Thursday from 8am until 6pm. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Roxanne Mason

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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