

Childminder report

Inspection date:

24 November 2022

Overall effectiveness	Good
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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

The childminder welcomes children into this home-from-home environment. The children are happy and settle well. They are able to explore an extensive range of toys and resources suited to their age and stage of development. The childminder also provides a range of everyday opportunities, such as going to the park, shops and library to enhance the children's experiences of everyday life and the community around them. The children are eager to participate in learning and cooperate well with each other. For example, the children show an interest in music and dance. The childminder uses musical instruments to encourage children's coordination and listening skills. The children listen to the childminder's instruction and beat the drum fast or slow as directed. Older children then instruct the younger ones how to play. They excitedly tell them when to stop and go and how fast to beat the drum. Younger children listen carefully; they excitedly respond and participate.

The childminder helps children to manage their personal needs. She supports them to use the toilet independently and to wash their hands afterwards. The childminder encourages younger children to choose what they want to play with and to tidy away their toys after playing. This helps children to develop self-confidence and to gain a sense of responsibility.

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

- Children's language skills develop as they play. The childminder role models language and increases the children's vocabulary. For example, younger children enjoy playing with the dolls. They use words they are familiar with and tell the childminder 'potty' as they place the doll on the potty. The childminder provides children with a good language model and narrates their play. This helps them to hear language throughout the day and therefore develop their vocabulary and pronunciation of words. Children listen to what the childminder says. They are motivated to practise their language skills and copy what the childminder says.
- Children's behaviour is good. The childminder reminds the children of the rules. She encourages children to share and take turns. The childminder supports children to manage their own emotions. For example, children want to play with the drum. The childminder asks the children if they can take turns. Some children are not happy with this and walk away. The childminder gently supports them to return and wait their turn. This gives children time to reflect and regulate their feelings.
- Children show an interest in mathematical concepts. They spontaneously count the blocks as they play. The childminder points out colours and sizes. She uses vocabulary, such as big and small, and encourages the children to see if things

are the same or different. Some of the children are very interested in numbers and counting. However, the childminder does not use this interest to sequence planning to further motivate the children and expand on their mathematical knowledge.

- Partnership with parents is very good. The childminder ensures that all parents have regular daily feedback. The childminder tells parents about their child's day, what they have eaten, if they have slept and the activities they have engaged with.
- The childminder regularly observes children in their everyday activities to inform her planning and teaching. She works closely with parents to establish children's starting points in learning, and this helps her to plan for children's next steps. The childminder completes two-year progress checks at the appropriate time. She ensures that parents are able to use these to support developmental checks from relevant professionals.
- The childminder runs a local support group for other childminders. They meet weekly with the children they look after. The children play together, enabling them to meet and socialise with children outside their familiar group. This enables them to gain new experiences and builds on their social and emotional skills.
- The childminder has a clear focus on improving her practice. She undertakes professional development to enhance her knowledge and teaching skills. The childminder and co-childminder continually self-evaluate to build upon their experience and skills and therefore improve the outcomes for the children and their families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding procedures. She knows and understands the signs and symptoms of abuse and knows the procedures she would need to take if she thought a child was at risk of harm. She also knows who to contact should an allegation be made against an adult in her household. The childminder has undertaken regular safeguarding training to ensure her knowledge is current. The childminder has also completed courses for food hygiene and paediatric first aid. The childminder carries out daily risk assessments to ensure the provision, resources and equipment are clean, well maintained and safe.

What does the setting need to do to improve?

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

- make full use of opportunities that arise to support children's interest in extending their mathematical understanding.

Setting details

Unique reference number	EY293023
Local authority	Staffordshire
Inspection number	10234863
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 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	16 March 2017

Information about this early years setting

The childminder registered in 2004 and lives in Burntwood, Staffordshire. She works alongside another registered childminder. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Smith

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Parents and carers shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and children.

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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