

Childminder report

Inspection date: 13 December 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	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the kind and nurturing childminder and co-childminder. They are settled and secure, showing strong bonds with them. For example, children play happily in the pretend kitchen, making cups of tea for the childminder and visitors. They stir mixtures and name fruit and vegetables. Children are presented with a wide range of toys, including jigsaws, threading beads and interactive games linked to their interests. They practise their small-muscle skills and hand-to-eye coordination through daily activities, such as drawing and craft activities. Children confidently share their feelings and emotions while looking at a range of emotion faces and their reflection in the mirror. This helps children to gain an understanding of their emotions and promotes their well-being.

The childminder has high expectations for the children with regard to their learning and behaviour. As a consequence, children make good progress from their starting points and behave well. From an early age, they learn about expected behaviours, such as sharing toys with their friends. The childminder manages behaviour well and uses clear and consistent boundaries with the children.

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

- The childminder provides children with a broad curriculum that supports their learning and focuses on what they know and enjoy. She supports children's understanding and appreciation of similarities and differences among themselves and others in the wider world.
- The childminder knows the children very well and supports their learning by making links with their current interests. For example, she supports children's mathematical knowledge by following their interest in dinosaurs. Together, they count, consider shape and size differences and make comparisons between the smallest and largest dinosaur.
- The childminder recognises the use of books and stories to enhance children's language skills. She ensures children have plenty of opportunities to listen to stories and look at books. Children enjoy singing and action songs, joining in enthusiastically and singing the words they know. For instance, they confidently explain to visitors the song about the floppy scarecrow and his movements. These experiences support children's language and communication development well.
- Children independently access a wide choice of resources to develop their play ideas. However, the childminder does not always support and engage younger children to take part in planned activities to build their engagement and concentration skills.
- The childminder completes the required progress checks on children aged between two and three years. She understands the importance of progress

checks for the children and makes regular, informal assessments and plans well for children's next steps. The childminder involves parents in their children's progress and ongoing assessments.

- Children enjoy visits to local parks and playgrounds to ensure that they get exercise and a chance to develop their physical skills. They learn about nature and the natural environment through walks to the local woodland and visits to farms. The childminder seizes spontaneous learning opportunities. For instance, when a heron lands in her garden, she excitedly takes the children to look. They discuss where it might be going, its habitat and its appearance.
- Children are developing their sense of independence. They learn to use cutlery from an early age and wash their own hands before snack and lunch. They learn the importance of good hygiene routines. However, the childminder does not consistently teach children to take responsibility for their environment. For example, she does not encourage children to tidy toys away as they finish playing with them. Therefore, at times, the environment becomes cluttered.
- Parents are happy with the care the childminder and her co-childminder provide for their children. They report that their children are always happy to attend the childminder's house and they feel that their children are making good progress.
- The childminder collects the views of parents about the service which she provides and uses their feedback to further develop her reflective practice. Together with her co-childminder, they communicate regularly in order to provide the best opportunities for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong sense of safeguarding children in her care and ensures her and her co-childminder's safeguarding knowledge is up to date. She explains how the impact of safeguarding training has extended her awareness of other safeguarding concerns. She recognises signs and symptoms that children may be at risk of harm. The childminder understands her duty to report any concerns or allegations about household members. She makes sure the setting is secure and that all areas are free from hazards. The childminder supervises children carefully. The childminder and her co-childminder both hold a current paediatric first-aid certificate.

What does the setting need to do to improve?

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

- improve the planning of the curriculum to support younger children to develop their engagement and concentration skills more
- further develop children's sense of responsibility, for example by encouraging them to help to tidy up when they finish playing.

Setting details

Unique reference number	EY289290
Local authority	Staffordshire
Inspection number	10234835
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	14 February 2017

Information about this early years setting

The childminder registered in 2004 and lives in Kidsgrove, Stoke-on-Trent. The childminder works with a co-childminder. She 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 2. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Beverley Devlin

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 observed an activity and evaluated this with the childminder.
- The inspector viewed feedback from parents during the inspection.
- The inspector spoke to and observed children at appropriate times during the inspection.
- The inspector and the childminder conducted a learning walk and discussed how the provision is organised, how the curriculum is planned and delivered and what children learn from this.
- The inspector observed children, paying attention to how effective the curriculum is for children's learning.
- The inspector viewed relevant documentation, including paediatric first-aid and public liability insurance.

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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