

Childminder report

Inspection date: 13 January 2023

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

Parents say, 'children enter the setting with a smile.' They identify the broad range of experiences their children receive, including opportunities for outdoor learning. Children share their appreciation for what they love about the outdoor environment, such as 'rainbows'. They close their eyes and use their senses to listen to the wind, and they say they can feel the warmth of the sun on their face. This positively contributes to their well-being and good behaviour.

Children benefit from a flexible routine, which enhances their interests and needs. For example, when babies are ready to move on to the next stage of the routine, assistants respond quickly to support their engagement. Babies enthusiastically respond to a crocodile puppet. They practise clapping as they copy the crocodile who 'snaps' its jaws.

Children are happy. They feel safe and secure. Children enjoy singing familiar songs, such as the 'tidy up' song. Through songs, children learn why routine activities are important, such as why handwashing is important to promote health and hygiene. Additionally, children learn new words, such as 'healthy' and 'hydrated', to extend their vocabulary. The childminder has high expectations of all children. Their efforts and achievements are celebrated and displayed on a 'wow board' for all to see. This shows that children's learning is extremely valued.

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

- The childminder creates an ambitious curriculum that complements the experiences children receive at home. For example, not all children have a garden; therefore, the childminder plans daily opportunities for children to learn about the natural world. Additionally, stories and resources are readily available to prompt children to talk about their experiences, such as bereavement and illness. This supports their emotional well-being and understanding for why things happen.
- Children's learning is differentiated to support their individual needs and abilities. For example, older children who can recognise numbers measure objects using a measuring tape. Younger children use 'building blocks' to measure the height of objects. This ensures full inclusion in group activities.
- The childminder constantly reflects on the experiences children receive. Although she has previously placed prompts in the room to support assistants to use open-ended questions when talking to children, she identifies that there is scope to strengthen effective questioning techniques, to further help children think critically.
- The childminder works well with both the assistants. As a team, they share ideas for the curriculum and plan a purposeful environment to meet the needs of all

children. For example, following the COVID-19 pandemic, children presented lower starting points in their personal development. Therefore, the childminder prioritised training, which motivated the team to develop 'a calm corner.' This 'corner' provides children with a safe space to discuss their emotions. This has helped children to become extremely sociable and make strong friendships.

- Children's continuous progress is positively influenced by the childminder, who constantly provides parents with a wealth of information about children's learning. The childminder values parents as key educators, and she provides them with activity packs tailored to children's next steps in learning, such as 'potty training packs.' This further enhances children's learning when away from the setting.
- Opportunities for children to explore mathematical concepts are frequent. For example, assistants support children to draw lines on the fence with chalk. They introduce new words, such as 'big' and 'small'. This positively impacts children's understanding of size and measure. Children further demonstrate their new-found knowledge during opportunities for independent play. This shows that learning is absorbed.
- Overall, children develop strong self-help skills. For example, outside, they independently wash their hands using warm water from a flask. They peel their own bananas and use a knife independently to cut up their fruit. Assistants conduct safety talks with children before using tools, such as hammers, knives and scissors. This helps children to understand the expectations when using tools, reducing the risk of injury during independent play.
- The childminder places strong emphasis on promoting children's healthy bodies and minds, including the importance of a healthy, balanced diet. Therefore, children partake in a 'mindful minute' activity, where they practise their breathing techniques and relax their muscles. This helps children to feel calm after physical play and focus on their positive well-being.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistants are aware of their responsibilities to safeguard children. They know the procedures to report a concern about a child's welfare. The childminder works well with outside agencies to positively support children's outcomes. Risk assessments are in place to ensure children's safety, both indoors and during outings. For example, children wear uniforms, which helps the childminder to identify children easily. The childminder shares relevant information with parents about health concerns and online dangers. This ensures that parents can further safeguard children at home. The childminder and assistants can confidently discuss what to do in the event of an allegation. They are 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:

- strengthen interactions and questioning techniques to provide children with more opportunities to think critically and discuss their own ideas.

Setting details

Unique reference number	209801
Local authority	Staffordshire
Inspection number	10263980
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 8
Total number of places	10
Number of children on roll	21
Date of previous inspection	18 May 2017

Information about this early years setting

The childminder registered in 1998 and lives in Tamworth, Staffordshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She hires two assistants, one of whom holds an appropriate early years qualifications at level 5. The childminder provides funded early education for two-, three- and four-year-old children.

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 childminder.
- The childminder and the inspector completed a learning walk.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector during the inspection.
- The inspector held discussions with the childminder and assistants at appropriate times during the inspection. The views of parents were considered by the inspector, through telephone conversations and letters.
- The inspector carried out a joint observation with the childminder on one of the assistants.
- The inspector observed the interactions between the childminder, assistants and children.
- The inspector reviewed relevant documentation, including pediatric first-aid certificates for the childminder and both assistants.

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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