

Childminder report

Inspection date: 18 January 2023

Overall effectiveness **Good**

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

Children are happy and excited to start their day at the childminder's home. They separate from parents and carers with ease. Children have strong attachments with the childminder. They feel confident to explore the wonderfully resourced playroom that the childminder provides. They select toys from the toy shelf and direct their own learning through play. For example, children who have an interest in small-world play know where the small-world toy box is. They empty the box and begin to place their favourite characters in different parts of a castle. Children have a good understanding of the expectations for their behaviour. They play together well and share their resources with help from the childminder.

Children benefit from outdoor learning opportunities on a daily basis. The childminder takes the children on many outings around the local area. Children go out on trips to a local nature reserve. They attend soft-play groups and meet regularly with other childminders. This helps to provide opportunities for children to develop socially. Children attend the local library and visit parks. They enjoy a trail that has been set up by residents. This helps to support children's awe and wonder of the world that we live in and fosters an interest in nature.

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

- The childminder provides children with an exciting and varied curriculum. Babies experience early mark-making opportunities using a chalkboard. They select different colours of chalk and begin to make marks. They also enjoy using wooden tweezers to pick out small wooden objects from a basket. They sit with much concentration and determination to position the tweezers correctly and place the items within grasp. These activities help to develop the small muscles in their fingers for later skills, such as writing.
- Children enjoy the social aspect of eating together. The childminder engages the children in meaningful conversations about their likes and dislikes. Older children can identify children's water bottles and enjoy the responsibility of handing them out to their peers. However, the childminder does not make full use of the daily routines to support all children to develop a sense of responsibility. For example, once children have finished playing with toys, the childminder does not encourage them to take responsibility for tidying up after themselves.
- Children engage in a sensory winter activity. They identify different Arctic and Antarctic animals, such as polar bears and penguins. Children begin to talk about the penguins and build houses using magnetic squares. They learn about size, shape and measure. Younger children explore the 'icebergs'. They take out tissue paper from the transparent cups and enjoy listening to the sounds it makes as they manipulate the tissue between their fingers.
- Children enjoy playing with the farm animals and can name these. The

childminder helps babies to learn the names of the animals and the sounds they make. Babies watch in fascination and try to repeat the names of the animals back to her. The childminder supports children to share the animals with their peers. However, she does not use information gathered from her observations and assessments of children's achievements as well as possible. For example, during some planned activities, the childminder's intentions for learning are pitched too highly for the children involved.

- The childminder is working hard to embed a love of reading and books. She has recently added a new reading corner to her playroom that children can access independently. Children enjoy the childminder reading to them on a one-to-one basis. They also attend a storytelling session at a local playgroup, which they thoroughly enjoy. These activities help to introduce children to new vocabulary and support their literacy skills.
- Parents are very happy with the service that the childminder provides. They comment on the wonderful outings that the childminder takes the children on. They talk about the online platform used for information-sharing and they feel supported to continue their children's learning at home.
- The childminder ensures that her professional development is kept up to date, including safeguarding and first aid. She has a clear aim for the future and intends to complete her level 3 qualification in childcare.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to protect children from harm. She is aware of the different signs and symptoms of abuse. The childminder knows how to report concerns about other adults' conduct with children. She is aware of safeguarding issues such as county lines and female genital mutilation. She has recently completed a level 2 qualification in safeguarding and is up to date with all the current policies and procedures. The childminder's home is safe and secure. Hazardous substances are stored away from the children. The childminder carries out regular risk assessments to maintain the ongoing suitability of toys and the premises.

What does the setting need to do to improve?

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

- enhance daily routines to increase opportunities for children to develop their sense of responsibility even further
- extend the use of observation and assessment to plan activities that are age- and stage-appropriate so that children fully benefit from the learning opportunities.

Setting details

Unique reference number	EY484677
Local authority	Staffordshire
Inspection number	10264094
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	4
Date of previous inspection	22 May 2017

Information about this early years setting

The childminder registered in 2014 and lives in Tamworth, Staffordshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Salma Yates

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 showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views on the childminder with the inspector.
- The childminder provided the inspector with a sample of key documents on request.

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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