

Childminder report

Inspection date: 14 February 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 form secure attachments with the kind and nurturing childminder. The childminder knows the children well and they are comforted by her reassuring words. As a result, they are happy and settled in her care. Children begin their day by choosing which toys they would like to play with and settle down to play with the childminder. They enjoy the activities on offer and are absorbed in their play. Children learn to take turns and share. They are able to lead their own play and select activities, such as role-play resources. For instance, children use their imagination as they play with dolls and explore felt pictures. Children's behaviour is good.

Children benefit from a variety of planned learning opportunities. For example, children concentrate well as they paint and make Valentine Day cards. The childminder names colours as children paint. This helps children to build on their existing knowledge of colours. The childminder focuses on supporting children's language and communication development along with their personal and social skills. Children learn about the wider world. The childminder teaches them about different cultural celebrations, for example, and takes them out into the local community. This helps to broaden their experiences and relationships.

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

- The childminder provides a broad and balanced curriculum, which supports children's progress in their learning. She is clear about the intentions for children's learning and focuses the curriculum on areas where children need the most support. The childminder has a clear understanding of the skills that she intends to teach children.
- When children start at the setting, the childminder makes records of what children can do and notes their likes and dislikes. She observes children's play and gains information from parents, to help her understand children's interests and assess their development. The childminder uses this information to plan activities that interest children and develop their learning further.
- Children learn about numbers through various play activities. The childminder helps children to recognise numerals, identify shapes and to understand quantity. Children have good opportunities to develop their literacy skills. For example, they enjoy looking at books and listening to familiar stories.
- The childminder gives children praise and plenty of cuddles, supporting children's self-esteem and confidence well. Children's independence is encouraged. They have space to play and explore. The childminder is attentive to children's needs and responds quickly, such as when they need a snack or a rest.
- The childminder recognises how important early language and communication

are. The childminder provides a narrative for children as they play, modelling sounds and words. The childminder regularly encourages children to sing, dance and join in rhymes. Children make good progress in their communication and language skills.

- The childminder is effective in helping children understand the importance of leading a healthy lifestyle and good oral health practices. She supports parents to help children understand why they should visit the dentist. Children enjoy physical activity and learning new skills. For example, the childminder takes them to the local park. Children improve their skills in physical development as they learn to coordinate themselves on larger play equipment. Children develop their awareness of places beyond the familiar setting.
- The childminder has developed good relationships with parents. She communicates with them on a daily basis about their children's day, learning and development. This ensures a consistency for children and helps parents to support their learning further at home. Parents feel that their children have made good progress with the childminder to become confident, independent and sociable.
- The childminder reflects on her practice regularly and is dedicated to continuing to provide good care. She fulfils her commitment to undertake mandatory training, such as first aid and safeguarding. She is keen to update her existing skills and knowledge, but has not yet established a targeted programme for her professional development to raise the quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe from harm. She undertakes training to update her safeguarding knowledge. The childminder knows about the risks that children may face, such as being exposed to domestic abuse or extreme views. She can identify signs of abuse and knows what to do if she is concerned about a child's welfare. She understands the procedures she must follow if an allegation is made about her or a member of her household. The childminder supervises children well and uses risk assessments effectively to help keep them safe.

What does the setting need to do to improve?

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

- engage in targeted professional development opportunities to help build on existing knowledge and teaching skills, to raise the quality of teaching to the highest level.

Setting details

Unique reference number	210279
Local authority	Staffordshire
Inspection number	10262981
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 5
Total number of places	6
Number of children on roll	2
Date of previous inspection	13 April 2017

Information about this early years setting

The childminder registered in 1997 and lives in Burton-on-Trent. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jacqueline Coomer

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 setting.
- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint evaluation of a teaching activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector considered the views of parents by reviewing feedback documents.
- The inspector looked at a sample of relevant records and documentation. This included evidence of suitability and training.

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 2023