

Childminder report

Inspection date: 7 March 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Respectful relationships between the childminder and the children in her care are evident. This positively impacts children's friendships as they model supportive behaviours towards their peers. For instance, when babies become tired, older children show concern for their welfare. Furthermore, when visitors arrive at the setting, they are greeted warmly. For example, older children say 'hello' and babies 'wave' at the new person. This shows children feel safe and secure.

Children confidently model expected house rules, such as putting their rubbish in the bin and placing their chair back under the table before they leave an activity. Without being prompted, they say 'please' and 'thank you'. Children develop early self-help skills. For example, the childminder teaches children how to secure the lid onto a glue stick. This guidance and support help children to develop the knowledge and skills they need to independently use resources in the future.

The childminder plans activities and experiences to bridge the vocabulary gap between children who speak English as an additional language and their peers. This means all children make good progress from their starting points. Over time, children develop the confidence to partake in a back-and-forth conversation with others, make personal choices for where and how they want to play and lead their own learning. This positively contributes towards their happiness at the setting.

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

- Throughout play, the childminder promotes children's interests and next steps for learning. She uses observation and assessment to monitor their progress and identify children who are at risk of falling behind in their learning. However, she does not fully consider how to adapt group activities to consistently meet the needs of all children, especially babies, to fully engage them and extend their learning to a higher level.
- The childminder naturally encourages children to share their learning experiences with their peers. For example, when older children point to the illustrations in a familiar storybook, she helps them to demonstrate their understanding, model turn-taking and share the resources with their peers. This positively enhances children's social and emotional development.
- Familiar stories are seen as a vital resource to guide the curriculum intent. For example, children develop secure knowledge of colours and shapes, and they use positional language as they carefully create a representation of a well-known storybook character who is always hungry. This means they build on existing knowledge and skills across the seven areas of learning through the stories they enjoy.
- Children develop good communication and language skills. For example, when

asking children questions, the childminder gives children time to respond, and she uses prompts to challenge their thinking. Additionally, when children say 'what', she extends their language and encourages new words, such as 'pardon'. This helps children to gain confidence in their communication skills. Parents identify the good progress their children make, especially in their language development.

- Although children have daily opportunities to experience the outdoors and gain fresh air, some children, such as babies, do not always benefit from opportunities to exercise their gross motor skills outdoors. The childminder highlights how, at times, younger children can become frustrated as they sit in their pushchairs. This consequently impacts on their behaviours.
- Procedures in place encourage parents to engage in two-way communication with the childminder. For example, the childminder sends parents questionnaires and monthly activities to seek their views and update them about their children's learning. This in turn helps parents to build on their children's experiences at home. Parents identify that the exchange of information is 'useful'. They feel they are 'kept well updated'.
- Since registration, the childminder has attended some courses to enhance her professional development. Training is purposeful to build on her confidence. Additionally, she works collaboratively with other childminders and professionals to engage in discussions about the sector. This helps the childminder to keep up to date with any changes in legislation and reflect on her developing knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident to discuss the signs and symptoms that may indicate a child is at risk of neglect or abuse, including the vulnerabilities of non-mobile babies. She highlights the importance of monitoring children's incoming injuries to detect patterns in accidents. The childminder clearly understands her role in relation to the 'Prevent' duty guidance and safeguarding issues, such as female genital mutilation. She is confident in her knowledge of whistle-blowing procedures. There are arrangements in place for children of all ages to sleep safely. For example, the childminder supervises and checks on children as they sleep.

What does the setting need to do to improve?

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

- consider how to adapt activities to meet the developmental needs of all children, especially babies, during opportunities for group play and learning
- reflect on the learning experiences that babies have outdoors to extend their gross motor skills.

Setting details

Unique reference number	2616570
Local authority	Staffordshire
Inspection number	10276050
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Uttoxeter. She operates Monday to Friday, from 8.45am until 4pm, all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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 discussed how the childminder organises their early years provision, including their intent for children's learning.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The inspector sampled a selection of questionnaires to gather the views of parents.
- The childminder provided the inspector with a sample of key documentation 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.

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