

Childminder report

Inspection date: 31 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

From the onset of their day, children are engrossed in the activities they enjoy. They demonstrate good behaviour through strong understanding and participation. For example, children engage in high levels of independent play to enhance their imagination. They say, 'oil slick' as they use a pretend kettle to 'oil' a toy motorbike. This demonstrates how children use their memory to create ideas for play.

The childminder introduces visitors as 'her friend'. This means children feel safe and secure and they greet visitors with excitement. Children are kind. For instance, they offer their peers a segment of orange when their peers have eaten all of theirs. This makes children happy. The childminder is sensitive towards children's feelings and inspires this in all children. For example, she talks to children to understand why they feel the way they do. This helps children to further discuss their emotions.

Children benefit from a language-rich environment. For example, they explore stories and express themselves through creative activities to prompt conversations about the world around them. The childminder asks children purposeful questions to challenge their thinking. Should children need support, she gives them the initial sounds of words and offers them prompts which relate to their interests. For example, those children who have an interest in transport remember that 'r' is for 'red fire engine'.

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

- The childminder is extremely passionate about the experiences she provides for children, such as taking them to the local church. Together they learn about differences and similarities in the community, and their positive relationships mean that children feel safe to ask the childminder questions about society. This helps children to build on their acceptance of others.
- Natural play areas and community green spaces provide children with a wide array of experiences beyond those at the setting. For example, the childminder regularly plans outings to enhance children's next steps and interests, such as exploring caves and playing with pots and pans in the stream. This enhances children's imagination and curiosity of the natural world. Additionally, children collect items of interest while on walks, such as 'moss' and 'twigs' to extend their learning when back at the setting.
- Children demonstrate extensive vocabulary and knowledge through meaningful activities and conversations with the childminder. For example, they describe the marble run as being like a 'water wheel', and how marbles lined up remind them of a 'traffic jam'. However, the childminder does not always encourage children

to share their knowledge and experiences with each other to promote conversation skills during play. This means there are missed opportunities for children to further build on their existing social skills.

- Children are independent learners. For example, through trial and error they learn how far they need to turn the tap to gauge the water pressure. They peel their own oranges at snack time, they blow their own noses, and without prompt put their used tissues in the bin. This highlights that children develop the required skills to enable them to assist their own needs.
- The childminder provides parents and carers with a wealth of information about their children's learning. She shares ideas and resources with them to enhance children's learning when away from the setting. Parents describe the childminder as 'intuitive', 'caring', 'warm' and 'nurturing'. They say, the setting is a 'home-from-home environment'.
- The childminder engages effectively with schoolteachers and other professionals. She understands the importance of a collaborative approach and therefore shares observations and assessments when children attend more than one setting to promote continuity in children's learning. This especially supports those children who may be at risk of falling behind in their development.
- The childminder networks well with other childminders in the local community. This means she regularly partakes in professional discussions about the sector to build on the settings ethos. Additionally, the childminder attends relevant training to help her to reflect on her own practice and outcomes for children. This helps her to continue to plan a stimulating learning environment to meet the needs of all children.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is paramount. The childminder has exceptional knowledge of safeguarding issues, such as female genital mutilation and county lines. She clearly understands her roles and responsibilities in identifying abuse and acting efficiently to report a concern about a child's welfare. She benefits from online resources to keep her up to date with changes in safeguarding policies and to understand what is happening of concern in the local area. Risk assessments are in place to support children's safety. For example, the childminder researches new places she intends to visit. This helps her to understand any potential risks to children.

What does the setting need to do to improve?

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

- encourage children to share their learning experiences and knowledge with their peers to further enhance their conversation skills during social interactions.

Setting details

Unique reference number	2626546
Local authority	Staffordshire
Inspection number	10281106
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	2 to 4
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 February 2021. She lives in the Leek area of Staffordshire. She operates Tuesday to Friday, from 7:30am to 5.30pm, all year round, apart from bank holidays and family holidays. The childminder holds a qualification at level 6.

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 setting.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The views of parents were considered by the inspector, through phone conversations and emails.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- 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.

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