

# Childminder report

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Inspection date: 9 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

Children settle very well under the attentive, nurturing care of the childminder and her assistant. They have lots of fun as they all play together. Children develop their self-confidence and emotional security. Younger children learn to self-soothe and older children learn that there are times when they need to wait for what they want. Children wait patiently for the two-minute timer, so they can resume their turn on the trampoline.

Children thoroughly enjoy the opportunities to play and explore in the childminder's garden. The childminder places a strong emphasis on supporting children to progress in their physical skills in age-appropriate ways. Babies and young children concentrate as they try to steady themselves on the trampoline and move from a sitting to standing position. The childminder helps them to experience a range of movements, such as gently swinging. These opportunities support children's balance successfully. Older children build on their existing skills and learn how to pedal a tricycle.

Children develop good levels of independence. The childminder encourages children to gain confidence in their own abilities and to develop a can-do attitude. Children help to prepare their fruit at snack time. They peel small oranges and attempt to chop the fruits. Children learn to manage their self-care routines, including dressing in their outdoor clothes.

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

- The childminder reflects on her practice and identifies areas to improve upon. She has adapted her approach to observation and assessment following the recent changes to the early years framework.
- The childminder is committed to her own ongoing professional development and completes regular training and research to ensure that her knowledge is current. However, she has not fully developed the arrangements to provide her assistant with supervision and training that precisely focuses on extending their knowledge and skills even further.
- The childminder has a good understanding of child development and uses this to plan a sequential curriculum that helps children to build on their knowledge over time. She observes children's play and skilfully adapts her teaching in response to their emerging play interests. For example, she decides not to do a planned activity because children are engrossed in their own play as they explore outdoors. She recognises the need for the children to have uninterrupted time to explore their own ideas and makes timely interactions to enhance their play.
- Overall, the childminder plans well for children's learning. She uses her knowledge of children's progress and learning needs to create purposeful play

experiences that children enjoy. Outdoors, children are highly engaged and motivated to lead their own play and learning. However, the childminder has not planned and organised the indoor learning environment as well as possible, to ensure that children are fully engaged and motivated to learn.

- The childminder skilfully supports children to manage their feelings and behaviour. For example, she carefully adapts her communications, such as turning a request into an instruction when children do not respond straight away to a request. Children behave well. Younger children understand the boundaries that the childminder sets to keep them safe. They wait patiently at the top of the slide until their friend has moved out of the way, so they do not bump into them.
- The childminder has developed good partnership working with other settings where children have attended. She contacts children's previous childminder, so that she can gather comprehensive information about children's starting points.
- Parent partnerships are good. Parents praise the service that the childminder provides and how their children form close bonds with her and her assistant. Parents state that their children's communication and language development have progressed well during the time they spend with her. The childminder works closely with parents to ensure that children's health needs are well met.
- The childminder supports children's communication and language development well. Children respond to the childminder's gentle reminders to use their words rather than sounds when they want to ask for something. The childminder recognises the value that books and stories have in enhancing children's language. Children recreate familiar stories and use this language in their role play, such as building the houses for the three little pigs.
- Children learn about making healthy choices. They know that they wash their hands before eating and after playing outdoors. The childminder follows good hygiene routines in her home to further promote their health. Children benefit from many opportunities to be physically active.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a secure knowledge of signs and symptoms that may alert them to children being at risk of harm. This includes signs related to the 'Prevent' duty, such as responding to signs of extreme views. The childminder completes thorough risk assessments of her home and garden to identify and minimise hazards to children. She supervises children well as they play and teaches them about keeping themselves and others safe. She understands how to reduce the risk to children while they are sleeping, including when she provides overnight care. The childminder follows effective procedures relating to administering medication to children.

## What does the setting need to do to improve?

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

- extend the arrangements for providing assistants with supervision, coaching and training, so that they are fully supported to continually enhance their practice
- enhance planning for the indoor learning environment to maximise children's engagement and motivation to play and learn.

## Setting details

<b>Unique reference number</b>	EY443638
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10276356
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	12 July 2017

## Information about this early years setting

The childminder registered in 2012 and lives in Burntwood, Staffordshire. She works with an assistant. The provision operates all year round from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

## Information about this inspection

**Inspector**  
Anne Dyoss

### 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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children interacted with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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