

Childminder report

Inspection date: 18 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time with the childminder and her assistants. They are confident and feel happy, safe and secure. Children behave well. They learn to share and take turns. For example, when using the small slide in the garden, children wait for their friends to have their turn before they slide down. Children enjoy helping each other and will happily pass resources to their friends.

The childminder and her assistants help children to develop a love of books and reading. The children enjoy having the story 'The Gruffalo' read to them. Activities provided ignite the children's curiosity and thirst for learning. Children make their own 'Gruffalo crumble', using crushed up cereals. They use utensils to scoop up the cereals and transfer the mixture to their own mixing bowls. Children look for hidden 'purple prickles' and other items. They celebrate and squeal with delight when they find them.

Children have lots of opportunities to develop their large-muscle skills. They use steppingstones, which were placed in the garden for their use. Assistants help the younger children to cross the stones, which supports them to practise their balancing skills. Children use their imaginations as they magically turn the childminder into a frog. They then jump around the garden, making the noise of a frog. Children have opportunities to develop their small-muscle skills as they roll, squish and manipulate play dough. They make shapes to fill in gaps, such as the eyes, nose and the mouths of characters from 'The Gruffalo', on laminated cards.

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

- The childminder has acted to significantly improve her setting. She and her assistants have attended and completed a wide range of training, which has helped them make changes to improve the quality of education.
- A new curriculum has been devised, which is designed to follow the children's interests. Information is gathered from parents about their child, including their stage of development. This information is then used to plan activities in line with children's interests, to help them make progress in their learning. However, as the curriculum is still in its infancy, and the childminder and her assistants continue to review and make changes, this is not yet fully embedded.
- The childminder and her assistants work well together as a team. Effective monitoring of the assistants' practice, regular meetings and observations ensure that the quality of teaching is consistently good.
- A strong emphasis is placed on communication and language. The childminder and her assistants skilfully ask questions that require children to become critical thinkers and respond with more than one word. Young children are exposed to a rich vocabulary. When completing an activity linked to the story of 'The Gruffalo',

assistants introduce new words, such as 'pinecones' and 'prickles', and get the children to repeat these words.

- Parents comment that their children are happy and enjoy coming to the setting. They especially like the activities their children do and say they have made significant progress in their learning while in the care of the childminder. Information is shared with parents about their children's progress via an online application and daily feedback.
- Children learn the importance of keeping healthy. They complete physical activities. For example, they roll a dice and follow the activity listed on the dice. They crawl like the mouse or run like the 'Gruffalo'. Children line up to wash their hands after playing outdoors and before eating. They enjoy a healthy snack of apple and are reminded to remain seated while eating, for their safety.
- Children make good progress from their starting points. They learn skills required for their next stage of learning and eventual move to school. However, children who have acquired these skills and are capable of exceptional progress are not always sufficiently challenged. Consequently, they leave activities early because they are not as captivated or interested.
- The childminder takes children on lots of trips and daily outings. The children visit the woods to complete treasure hunts and regularly attend parent and toddler sessions, which are run by the childminder. They also attend community events and enjoy going to soft-play facilities. This helps children to learn about the communities around them and socialise with other children.
- Children with special educational needs and/or disabilities are well supported. The childminder seeks professional advice and guidance to help support the children and their families. This ensures that the children make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her assistants are suitability vetted. Effective systems are implemented to ensure that forms are submitted to Ofsted to allow suitability checks to be completed in a timely manner. Any visitor or unchecked adult is not allowed unsupervised contact with children. Changes to the childminder's premises mean that entry to her back garden and area where minding takes place is operated by a keypad entry system. This ensures that children are safe, and no unauthorised person can gain access. The childminder and her assistants have a good understanding of safeguarding. They know the procedures to follow if they have concerns about children in their care.

What does the setting need to do to improve?

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

- continue to use new skills and knowledge in order to embed the curriculum so that children make the very best progress
- enhance activities and opportunities for learning to ensure that the most able children are suitably challenged and supported to make exceptional progress.

Setting details

Unique reference number	EY476815
Local authority	Staffordshire
Inspection number	10270182
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 4
Total number of places	18
Number of children on roll	13
Date of previous inspection	8 December 2022

Information about this early years setting

The childminder registered in 2014. She works with two assistants. The childminder operates all year round, from 8am to 5pm, Monday to Thursday, and from 8am to 4pm on Fridays, except for bank holidays and family holidays. The childminder and one of her assistants hold a childcare qualification at level 3.

Information about this inspection

Inspector
Johanna Holt

Inspection activities

- The inspector discussed any continued 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 they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector talked to the childminder's assistants at appropriate times during the inspection and took account of their views.
- The childminder and the inspector observed the quality of education being provided by the childminding assistants 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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