

Childminder report

Inspection date: 6 June 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	Good
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What is it like to attend this early years setting?

The provision is good

The children are happy, and they settle well. For example, babies show determination in their physical skills as they pull themselves up and climb inside a ride-along car. They smile and babble as they turn the steering wheel and pretend to drive. Children are kind and considerate. For instance, they confidently take it in turns to go down the slide, and they help their younger peers to push their chairs under the table to promote their safety at mealtimes. The childminder thanks them for their kindness. This reinforces children's good behaviours.

Children's photos are purposefully displayed to prompt conversations about their families, backgrounds and culture. This means that all children, including those who speak English as an additional language, gain a rich understanding of where they come from, and they learn about respect and acceptance of others within a safe environment.

Funding is spent exceptionally well to support those children from disadvantaged backgrounds. For instance, additional resources such as waterproof clothing and wellington boots help to extend children's learning outdoors and in all weathers. The childminder skilfully evaluates children's experiences to understand what children need to learn next. For instance, children visit the local pet shop to buy a pet fish to strengthen their understanding of how to care for living things.

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

- There is a well-sequenced curriculum in place that is tailored to meet the developmental needs of all children and focuses on preparing them for school. For instance, the childminder plans opportunities for children to develop their self-help and social skills. She works effectively with parents and carers to ensure the best possible standards for children's attendance. This helps children to form good future habits.
- Children partake in a wealth of activities that deliberately strengthen their fine motor skills. For example, they dip their brushes into water and 'paint' a wall. Children copy the childminder's movements as she brushes 'up', 'down' and 'around'. This strengthens children's larger muscles such as their arms and shoulders to promote their good pencil control.
- Children are extremely independent, and they positively contribute towards their own routine. For example, they know to put their shoes on before they go outside, and they wash their hands after using the toilet. This gives children the confidence to carry out simple tasks such as plating up their own lunches and helping the childminder to put the shopping away.
- The childminder nurtures good hygiene practices. For example, she models effective handwashing, reminding children to wash well in between their fingers.

However, she does not fully support children to understand why practices are important to reduce the spread of germs. This does not fully help children to gain the essential knowledge they need to promote their own physical health.

- The childminder recognises the importance of self-evaluation. She conducts research and attends regular training to ensure that she can meet the current and future needs of all children who attend the setting. The childminder networks with other childminders in the local community to share good practice. This positively improves children's outcomes, including those who speak English as an additional language.
- The childminder continuously strives for parental engagement to promote a joint approach to their children's care and education. For example, she has altered how she gathers information from parents to inform assessments such as the two-year-old progress check. Additionally, she shares termly summaries with parents to identify children's progress and next steps for learning. Parents speak highly of the childminder. They report positively on the guidance she offers them to enhance their children's learning at home.
- Children develop good communication and language skills. The childminder listens to children when they talk, and she asks them a wealth of open-ended questions to encourage them to further think and explain what they know. However, at times, the childminder's questioning interrupts children's play. This means that children do not always benefit from opportunities to engage in in-depth play.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is paramount. For instance, the childminder purposefully places the larger equipment on the grass to reduce the risk of an accident. Children are taught to keep themselves safe. For example, they know not to climb up the slide, and they wear helmets when riding on scooters. The childminder has a secure understanding of the correct procedures to follow should she develop concerns for a child's welfare. She demonstrates a suitable knowledge of the signs and symptoms that might indicate a child is at risk of neglect or abuse, including patterns in children's ill health.

What does the setting need to do to improve?

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

- support children to understand why good hygiene practices are important
- reflect on the impact questioning has on children's engagement to ensure that they constantly benefit from in-depth play.

Setting details

Unique reference number	EY493176
Local authority	Staffordshire
Inspection number	10289402
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 11
Total number of places	6
Number of children on roll	17
Date of previous inspection	23 November 2017

Information about this early years setting

The childminder registered in 2015 and lives in Rugeley, Staffordshire. She operates all year round, from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate 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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder. The parents' views were considered by the inspector, through verbal discussions and letters.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector held discussions with the manager, the staff and the children at appropriate times during the inspection.
- 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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