

Childminder report

Inspection date: 14 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

Children have lots of fun in the childminder's happy home. They relish the abundance of learning opportunities that are on offer indoors and outdoors. For example, children enjoy playing with water on a hot sunny day. They pour water at the top of a jungle tree water station and watch with fascination as the water sprinkles down in droplets. They catch the water between their fingers and wash their toy dinosaurs. Children lose themselves in a world of make believe as they make dinosaur sounds and stomp their feet around the garden. They play happily with one another, exchanging conversations about the dinosaurs' sharp teeth. These experiences help children to develop socially as they talk and play together.

Babies receive lots of help and support in making those first steps to walking independently. The childminder helps them to their feet and babies start to take their first few steps. The childminder gives lots of praise and encouragement. Babies excitedly crawl off and then begin to pull themselves up on low-level furniture and play equipment. They enjoy splashing in the water tray and getting thoroughly wet. This builds muscles in babies' legs and arms as they learn to stand independently and move their arms up and down.

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

- The childminder and her assistant provide a broad and stimulating curriculum for children in their care. They carefully resource the environment with a clear understanding of what learning they intend to promote. For example, children participate in adult-led, group activities. The childminder encourages children to find minibeasts in a tray hunt. When they have found their minibeasts, the childminder challenges the older children in adding, subtracting and number recognition. However, the level of support the childminder provides for the younger children is not always fully effective. In turn, younger children do not always get the help and support they need to remain focused.
- The childminder and her assistant promote children's early communication well. Children benefit from the childminder reading to them and dedicated rhyme time sessions. Children listen attentively. They point and talk about what they see. Children enjoy finding objects in a rhyming sack and then sing a rhyme related to the objects. These experiences help to build children's vocabulary and listening and attention skills.
- Overall, children are well behaved and respectful towards one another. They help the childminder set the table in preparation for lunch and give out water bottles to their peers. However, on some occasions, the childminder does not support children as well as possible to manage their feelings and gain a deeper understanding of how their behaviour impacts on other children.
- The childminder supports diversity well. The children enjoy reading about an

elephant who is different. They enjoy listening to the story and discuss the different skin colour of the elephants. The childminder skilfully engages the children to think and ponder about how different we all are. She asks the children to point out the differences they can see in eye colour. Children excitedly look into one another's eyes and make comparisons. They notice that some children wear glasses and some do not. These experiences help to build tolerance of the diverse society that we live in.

- The childminder and her assistant continually reflect on their practice and self-evaluate daily. They make changes for further improvements regularly. The childminder is a part of a childminding association and attends regular courses to improve and extend her knowledge of early education. The childminder and her assistant have both attended training on sign language. They have used this very well to have a positive impact on the progress that children make when they have speech and language delays. They also work well with external agencies, which helps children with special educational needs and/or disabilities get the required targeted support they need to make good progress.
- Parents are very happy with the service that the childminder and her assistant provide. They comment on the vast support they receive from the childminder to continue learning at home. They say that the childminder is very loving and caring. They also talk of the exciting trips the childminder plans for the children and how excited the children are to share their experiences with them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know how to keep children safe from harm. They are aware of the different signs and symptoms of abuse and how to report any concerns they have. They have a good knowledge of all areas of safeguarding, which includes knowledge of county lines, female genital mutilation and radicalisation. The premises are safe and secure, and the childminder undertakes regular risk assessments to ensure ongoing safety. Harmful substances and medications are kept out of sight and reach of the children. The childminder ensures that all adults in contact with the children have had the required suitability checks.

What does the setting need to do to improve?

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

- refine teaching in adult-led activities for the younger children to allow them to access the help and support they need to remain focused
- offer more support to children in managing their own behaviours and help them to develop their understanding of how their behaviour impacts on other children.

Setting details

Unique reference number	EY448404
Local authority	Staffordshire
Inspection number	10289158
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 10
Total number of places	6
Number of children on roll	19
Date of previous inspection	14 November 2017

Information about this early years setting

The childminder registered in 2012 and lives in Tamworth, Staffordshire. She operates all year round from 7.15am to 5.30pm on Monday to Thursday and from 7.15am to 4.45pm on a Friday. The childminder closes for bank holidays and family holidays. She works with an assistant. The childminder provides funded places for two-, three- and four-year-old children.

Information about this inspection

Inspector
Salma Yates

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the childminder 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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