

Childminder report

Inspection date: 14 June 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides an exceptionally happy and highly nurturing family environment. Children are eager to come and explore the resources on offer. They receive plenty of reassurance and cuddles, this helps children to feel safe and secure with the close bonds they have with the childminder. Children benefit from specially dedicated areas of the childminder's home and are stimulated by the broad and challenging activities on offer. They are self-motivated and confidently lead their own play. The childminder has clear expectations for children's behaviour. As a result, children behave well and are kind towards each other.

The childminder knows and understands the children well. She engages children in activities that naturally occur. For example, during outdoor play the childminder points out an aeroplane flying overhead. She questions children about the aeroplane and model that children might recognise. Children stop and look up until the aeroplane fades away. This helps children to extend their knowledge of the natural world around them. Children enjoy exciting visits and outings around the local community and further afield. For example, children can recall their past experiences and talk to the childminder about a previous visit to the farm, they remember pigs rolling around in the mud.

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

- The childminder is committed to providing high-quality learning for all children in her care. Children benefit from her positive understanding of child development and she follows the children's interests effectively. She uses themes to build and extend on what children already know and can do, skilfully planning ways to help children develop. As a result, children make good progress in their learning.
- The childminder understands the impact of the COVID-19 pandemic, when the setting closed for a short time, the childminder maintained communication between parents and children. She identified changes to her routine that helped support children's well-being. For example, the childminder merged to work with her co-minder, including making changes to the drop off and collection routines. Furthermore, the co-minder's care is consistent, and children engage extremely well socially.
- Children enjoy regular story time sessions and are eager to listen and join in with familiar phrases as part of the story. However, although the childminder and co-minder attempt to include all children, some children do not engage as effectively and lose interest.
- The childminder provides effective support for children with special educational needs and/or disabilities. She is proactive in assessing children's development and will raise concerns with parents to ensure children are signposted to receive the appropriate support. The childminder will implement strategies to help

children make progress.

- The childminder promotes good health and hygiene routines. Children wash hands regularly before snacks and meals and after toileting and nappy changes. Children are encouraged to eat healthy snacks and meals are freshly prepared daily. However, children's lunchtime is not organised as effectively as it could. Additionally, children become restless while meals are being prepared.
- The childminder teaches children about other cultures and backgrounds through celebrating festivals throughout the year. Children learn and understand about different people in the community, she teaches children about diversity. For example, children question the childminder about people they see during outings. The childminder responds and uses books to teach children about African culture, this helps children to learn about differences in the wider world.
- The childminder is committed to developing her professional development. She makes use of a range of courses online, such as training programmes, to promote children's curiosity about wildlife and nature, enabling them to enjoy the outdoors. Although the childminder has not considered strengthening her skills to observe herself and her co-minder to continuously sharpen their practice.
- The childminder has built strong partnerships with parents. They enthuse about the co-minders' excellent teamwork. Parents comment that they are fully informed about their children's learning and daily routines, and report that the two-way communication is continuously effective.
- The childminder has strong links with other childminders and works in partnership with them to share information, ideas and good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong awareness and understanding of safeguarding. She has knowledge of what to do in the event of a concern or where a child is at risk of harm. The childminder follows procedures to report her concerns. She can confidently explain what actions she would take in a range of scenarios. The childminder has knowledge of the 'Prevent' duty, radicalisation, female genital mutilation, and other safeguarding issues. She ensures that her training is up to date. The childminder ensures that she risk assesses her home regularly to minimise any hazards and maintains children's safety. The childminder ensures that children are supervised well.

What does the setting need to do to improve?

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

- increase opportunities for children to actively engage their interest during group story time sessions to allow children to maintain their interest to a higher level

- strengthen the lunchtime routine to ensure that children are fully supported during lunchtime preparation
- reflect and build on daily practice to recognise how the childminder and co-minder can maintain and build on good practice even further.

Setting details

Unique reference number	EY546612
Local authority	Staffordshire
Inspection number	10294451
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	20 December 2019

Information about this early years setting

The childminder registered in 2017 and lives in Rugeley, Staffordshire. She operates all year round from 7.30am to 5pm, Monday to Thursday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate early years qualification at level 3 and works with another childminder.

Information about this inspection

Inspector

Maryanne Hepburn-Bean

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 showed the inspector the premises and discussed the safety and suitability of her home.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education provided and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder and co-minder.
- The inspector took account of parents' views 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023