

Childminder report

Inspection date: 21 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 childminder has high expectations for children's learning. For example, she provides a wide range of carefully selected natural resources that foster children's imagination and inspire them to learn different concepts through play. These activities follow children's interests and extend their vocabulary.

The childminder is highly focused on encouraging children to learn about nature from first-hand experiences. For example, she takes the children on regular woodland walks and occasional visits to working farms where they explore the natural surroundings and observe a range of animals. These experiences, along with ongoing discussion, help to consolidate children's learning. Children closely observe the caterpillars in the setting. They confidently explain how the caterpillars will change into chrysalises and then emerge as butterflies.

Children move freely between the indoors and outdoors. They play outdoors for extended periods throughout the day. Children enjoy filling and emptying the child-sized saucepans with sand. They focus intently as they use the spray bottles to wet the sand with water. This helps to develop the muscles in children's hands in preparation for writing.

Children consistently use good manners. For example, they say 'please' and 'thank you' at appropriate times. Children are confident, happy and independent. They develop close friendships with other children at the setting.

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

- The childminder observes children in their play and uses suitable government guidance to benchmark their achievements. She checks that the activities she provides support children to build on their skills in all areas of their learning. However, the childminder does not focus strongly enough on encouraging children to develop their understanding of letters and sounds.
- The childminder makes sure that there is a good two-way exchange of information with parents about their child's development. This enhances parents' knowledge about how their child's learning can be best supported at home.
- The childminder has attended training on how to promote children's emotional well-being. Consequently, the playroom is homely and has a cosy den with plumped cushions and blankets. This, along with the childminder's loving and attentive nature, helps children to feel relaxed and secure and to engage in new experiences. Children are confident and self-assured.
- The childminder provides children with nutritious and well-balanced meals and snacks. She skilfully promotes children's independence skills. For example, children serve their own food, cut up their fruit and pour their own drinks.

- The childminder takes the children on a variety of outings in the community. For example, they go on trips to garden centres, toddler groups and the library. Additionally, children regularly visit soft-play centres and the local playground. This offers children a sense of adventure and the opportunity to experience challenge and manage risks for themselves. The childminder provides a range of inspiring books that reflects diversity. This helps children to fully understand and respect the variability of people and their cultures.
- The childminder is a positive role model for the children. She uses every interaction as an opportunity to build relationships and develop children's understanding and use of language. The childminder encourages and praises children's good behaviour. Children are developing a strong sense of right and wrong. The childminder helps children to understand their feelings. For instance, she labels children's emotions throughout the day and encourages them to guess how characters are feeling when they read stories together.
- The childminder has procedures in place to emotionally prepare children for their move on to the local school. However, she has not fully considered how she will support children who move to schools out of the area.
- The childminder is a mentor for the Department for Education. She helps childminders to support any children who may have fallen behind because of the COVID-19 pandemic.
- The childminder liaises with local authority advisers. She welcomes any suggestions from parents. The childminder researches current early years guidance online and accesses training. Furthermore, she shares ideas and best practice with other local childminders. This helps the childminder to reflect on her practice and continuously improve the overall quality of her setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder checks her home and garden and identifies and reduces any possible risks to children. This, along with carrying out effective risk assessments for all outings off the premises, helps to keep children safe and well. The childminder has attended safeguarding training. She has a good understanding of the signs of abuse and neglect. She is aware of the procedures she must follow if she has any concerns about a child. The childminder consistently reinforces children's knowledge of the importance of good personal hygiene routines, such as regular handwashing.

What does the setting need to do to improve?

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

- provide pre-school children with more opportunities to build on and develop their knowledge of letters and sounds

- enhance the support for children moving on to school so that they are well prepared for the changes ahead.

Setting details

Unique reference number	EY471692
Local authority	Stoke-on-Trent
Inspection number	10289432
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	6
Number of children on roll	7
Date of previous inspection	24 November 2017

Information about this early years setting

The childminder registered in 2013 and lives in Stoke-on-Trent. She operates all year round from 7.30am to 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 a childcare qualification at level 4.

Information about this inspection

Inspector
Linda 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 childminder and has taken that into account in their evaluation of the setting.
- The inspector had a tour of the childminder's home to make sure that all areas used by children are safe.
- The inspector and the childminder had a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and evaluated how well she assesses children's progress and plans for the next steps in their learning.
- The inspector held a meeting with the childminder. She looked at relevant documentation, including evidence of the suitability of persons living or working in the household.
- The inspector took account of the views of parents.
- The inspector held conversations with children during the inspection.

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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