

# Childminder report

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Inspection date: 26 July 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

As children arrive at the childminder's home, she greets them warmly. This helps children to feel secure. They confidently walk in and excitedly talk to the childminder about the big school they will be moving on to and their home life. Children behave well and older children build firm friendships with each other. The childminder is a positive role model. She offers gentle reminders and talks to children about behaviour expectations. This helps children to understand rules and the effects their behaviour has on others. Older children act as positive role models to the youngest children. Children show high levels of respect to one another and play cooperatively. The childminder encourages children to persist at tasks and to problem-solve to find solutions. Children are extremely confident and show great excitement when they achieve a task or master new skills.

The childminder plans a wealth of trips for children. For example, children excitedly talk about going out for walks and to see the animals. The childminder encourages children to be aware of their own safety when out in the community and when using tools. Children show their understanding as they talk about walking safely and how they handle scissors. The childminder gains detailed information when children start at her setting. She uses this to plan a curriculum that helps each child to build on prior experiences and gain skills needed in preparation for school. Older children have a wide vocabulary and enjoy chatting to adults, the childminder and each other as they lead their own play. Younger children settle quickly and enjoy the positive interactions they receive from the older children and the childminder.

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

- The childminder knows children extremely well. She monitors their progress and provides a balance of adult-led activities and self-chosen play. However, occasionally, the childminder's intent for what she wants children to learn is not consistently implemented to help every child make maximum progress. For example, the childminder intends to help younger children become more involved in activities but does not consistently focus on this. In addition, as older children create face portraits, the intent for helping children to learn about differences in people is sometimes lost. Nevertheless, older children remain highly engaged as they cut out different features to stick on their portraits. Younger children love to pass the large ball back and forth and fill pots with small balls.
- Older children demonstrate the knowledge they have gained in mathematics. They enjoy talking about shapes they can see in the environment and excitedly put different resources together to create shapes. For example, they make cubes with construction materials and talk about how many sides a cube has.
- The childminder helps children to begin to recognise letter sounds. All children

love to make marks and draw, and the childminder uses appropriate mark-making tools to sequence children's development. By the time children are ready to leave for Reception, they are proud to show they can confidently write their name and the alphabet in order.

- Children's care needs are effectively met. The childminder recognises when children are hungry and tired. She responds to their individual needs to ensure their well-being is given the highest regard. Children are independent and are developing a good awareness of managing their own personal needs.
- Children have opportunities to be sociable with other children as they go out on trips and visits. Children are kind and considerate to each other and their manners are impeccable. On occasions, when younger children become frustrated, the childminder responds well and is sensitive. She offers distraction to help them overcome their frustrations quickly.
- Older children's language is supported well. The childminder engages in back-and-forth conversations, giving children lots of opportunities to share their thoughts and ideas. She listens to them intently. The childminder reads to children and encourages them to respond to the stories. Children remain highly engaged and use a wide vocabulary to talk about the story and relate to things in their home life. However, the childminder is less confident in supporting the youngest children's language. She does not always encourage the youngest children who are non-verbal to begin to develop their words.
- The childminder is highly organised. She is reflective of her practice and identifies training needs to continue to develop her skills. For example, she has recently completed an updated behaviour course and undertaken a range of research following a biting incident. This has improved her knowledge, and she has implemented effective strategies and distraction techniques to minimise this behaviour.
- The childminder works very closely with parents. Parents say she is like a member of the family. The childminder shares regular information about children's progress and provides ideas of how parents can support learning at home. Parents comment that their children's learning is excellent, and this is down to the experience they receive with the childminder.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures she keeps children safe. She attends regular safeguarding training and fully understands her responsibilities to protect children from harm. She is alert to the possible signs of abuse and has clear procedures in place to report any concerns about a child in her care. The childminder places a strong focus on helping children to be aware of their own safety when in her home and when out on trips. She has detailed risk assessments in place to ensure any hazards are identified and measures are put in place to minimise any risks to children. The childminder holds a paediatric first-aid certificate and has appropriate accident and injury procedures in place.

## **What does the setting need to do to improve?**

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

- embed the curriculum even further, particularly for the youngest children, and focus activities more precisely on the learning intent, to help every child make the best possible progress
- strengthen knowledge of how to support younger children's communication and language skills to a higher level.

## Setting details

<b>Unique reference number</b>	EY307580
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10303931
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	24 January 2020

## Information about this early years setting

The childminder registered in 2005 and lives in Uttoxeter. She operates her service all year round from 7.30am to 5pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Emma McCabe

## 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 their early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector reviewed several parents' written comments during the inspection and took account of their views.
- 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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