

Childminder report

Inspection date:

12 September 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

Children learn and play in a relaxed environment which positively reflects the childminder's personality. The childminder speaks calmly to children. She supports them to discuss their feelings and wishes. For instance, before the childminder joins an activity, she asks 'Can I help you?'. This gives children an opportunity to share their preferences within a safe environment.

Positive relationships are evident between the childminder and the children in her care. This positively contributes towards a happy setting. For example, children snuggle up to the childminder to engage in a story of their choice. They listen intently and share what they know and understand. Children demonstrate good behaviour as they engage in their learning.

The childminder encourages children to lead their own learning. For instance, children independently squeeze their own paint bottles, having full control over quantity and colour. Outdoors, they practise exploring mathematical concepts, such as capacity and weight. For example, they identify they need a bigger bowl as their bowl is 'full'. This shows that children are confident learners. They take their time to think, and problem-solve.

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

- The childminder uses observation and assessment to understand what children need to learn next. She frequently shares this information with parents and carers to enable them to continue their children's learning at home. However, the childminder does not always focus on children's next steps during their play. For example, children who are learning to count from one to five are not always encouraged to practise numbers beyond three. This does not help them to move on in their learning.
- The environment supports the intent of an ambitious curriculum. Resources are purposefully selected to meet the individual needs of all children who attend. For example, when children have a new puppy at home, the childminder creates a role-play area to strengthen their understanding of how to care for their pet. This helps children to gain confidence of significant events in life.
- The childminder recognises the benefits that outdoor learning has on children's well-being; therefore, she ensures that children receive daily opportunities to gain fresh air. For example, children frequently visit a community allotment where they learn to grow their own vegetables. Parents positively comment on the experiences their children receive, including how children learn to cook using the products that they have grown.
- Children have access to a variety of books to broaden their understanding of ideas, cultures and people. For example, they learn about growth and size as

they explore the story of a magic beanstalk. This promotes children's early literacy skills, and they understand that information can be found in books.

- The childminder uses a range of methods to enhance children's vocabulary. For example, she skilfully compares objects, events and concepts to extend children's knowledge and understanding. This means children continuously hear descriptive words and new sentence structures, such as 'grey like an elephant' to extend their communication skills.
- Overall, children behave well. However, on some occasions, the childminder does not reinforce their good manners. For example, she does not always support children to say please and thank you or help them to be respectful when others are talking. Consequently, expectations for children's behaviour are not always clear.
- The childminder understands the importance of information sharing with other professionals. For example, she requests information from other settings where children have previously attended to understand children's achievements. When children transition to school, she shares their interests and abilities with schoolteachers to support a smooth transition.
- The childminder demonstrates a love for learning and continuous development. She prioritises her time to attend frequent training and webinars. This helps the childminder to reflect on her practice. She knows to evaluate any changes made to identify the impact they have on children's outcomes.
- The childminder has built strong relationships with other childminders in the local community. She is keen to share her knowledge and good practice with them to gain their views. This further strengthens the setting's curriculum intent.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can describe the signs and symptoms that might indicate a child is at risk of abuse or neglect, including the possible indicators of what can make a child more vulnerable to abuse. She can clearly explain what she would do if she was to develop concerns about a child, or an allegation was made against her. The childminder provides a safe and secure environment for children to learn and play. She conducts daily checks, both indoors and outdoors, to minimise any risk of harm to children.

What does the setting need to do to improve?

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

- focus more sharply on children's next steps to enable them to move on to the next stage in their learning
- help children to further develop their manners to reinforce their good behaviour.

Setting details

Unique reference number	EY496696
Local authority	Staffordshire
Inspection number	10304856
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	2 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 February 2018

Information about this early years setting

The childminder registered in 2015 and lives in the Porthill area of Newcastle-under-Lyme, Staffordshire. She operates all year round, from 7.30am to 4:30pm, Monday to Wednesday, except for bank holidays and family holidays. The childminder is in receipt of funding to provide early education for three- and four-year-old children. She holds an appropriate early years qualification at level 3.

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 inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The views of parents were gathered through feedback forms.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.

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