

Childminder report

Inspection date: 20 October 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 are happy in the care of the nurturing childminder and their emotional needs are met well. They are confident to share their thoughts and feelings with the childminder and their friends. The childminder gets to know children and their families through individual settling-in and transition sessions. This helps children to feel safe as they build a close bond with the caring childminder. Children play together with respect and kindness. They offer to help each other when playing. Children learn to share resources with the support of the caring childminder. They behave very well because the childminder is an excellent role model.

The childminder regularly takes the children out on walks. They explore the local river and parks and learn about the wildlife that surrounds them. The childminder teaches children about the different birds that they see. She provides them with pictures to help them identify and learn the names of birds that are familiar to them. The attentive childminder teaches children about how to take care of birds over the winter, when they cannot find their own food. She shows children how to make bird feeders, using peanut butter and bird seed. Children develop their independence and physical development as they spread the ingredients by using a knife.

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

- The dedicated childminder recognises the importance of supporting communication and language development and describes this as a priority in her setting. She uses her excellent knowledge of British sign language to support children to communicate with or without words. This builds children's confidence in communicating. Children use signs while naming animals in stories and puzzles, such as pig and cow. The childminder provides them with a rich and varied vocabulary.
- The childminder has created a curriculum that focuses on children leading their own play. She invites children to make play dough with her. Later, they use it to make animals and shapes of their choice. The childminder chats with children as they explore textures and experiment with different movements. However, the childminder does not always plan activities that fully support children's identified next steps to extend their learning even further.
- Children benefit from the opportunity to grow fruits and vegetables in the childminder's allotment. They grow and nurture tomatoes, strawberries, blueberries, apples and sprouts. When they are ripe, children harvest them and take them home to share with their families. The childminder teaches children how to live healthy lifestyles and how to look after their bodies. Children bring in their toothbrushes and practise brushing their teeth after lunch.
- The childminder works in partnership with parents to create a collaborative

learning environment. Parents share information with the childminder about their child's initial interests and abilities. The childminder regularly shares assessment reports with parents to provide them with updates on their children's learning and development. Parents speak very highly of the childminder. They state that children's emotional needs are always met and that they develop socially and verbally, excelling in their learning due to the activities that are provided.

- The nurturing childminder supports children's individual care needs. She liaises with parents to find out about children's individual routines. Sleeping children are monitored to ensure that they are safe. The childminder supports children to develop independence. Children feed themselves, learn to use the toilet independently and practise putting their shoes and coats on by themselves.
- The childminder has effective systems in place to support children who are not making expected progress. She speaks to parents about any developmental concerns and signposts them to appropriate agencies. Children with English as an additional language develop well. The childminder makes excellent use of available resources, such as dual-language books from the library that she can share with children and their families.
- The ambitious childminder strives to enhance her professional development continuously. She is currently studying for her degree and has high aspirations for the future. The childminder routinely attends further training, such as developing mathematics in her setting. This supports her to engage children in learning about number, shape and measure.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her safeguarding responsibilities. She maintains a safe environment for children to play in her home and garden and creates appropriate risk assessments for all outings. The childminder attends regular training to update her knowledge of safeguarding and 'Prevent' duty. She has an excellent understanding of the signs and symptoms of abuse and how to report concerns about the welfare of a child. The childminder ensures that only suitable people have access to children in her care and does not accept visitors while she is working. She conducts fire drills to teach children how to leave her home safely in the event of a fire.

What does the setting need to do to improve?

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

- develop ways to strengthen the curriculum and link activities more closely to children's identified next steps for learning to help them make even better progress.

Setting details

Unique reference number	EY497231
Local authority	Staffordshire
Inspection number	10308584
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	6
Date of previous inspection	9 March 2018

Information about this early years setting

The childminder registered in 2016 and lives in Tamworth, Staffordshire. She operates all year round, from 7.30am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ali Myers

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 how she ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting 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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