

Childminder report

Inspection date: 30 July 2024

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 this warm and nurturing childminder. She provides a secure and homely environment, where children thrive and develop the skills they need for their future learning journey. The childminder plans her curriculum around children's interests. For example, because she knows children are going on holiday, they pack a suitcase for teddy. The childminder encourages children to think about what teddy might need to take. Children discuss with the childminder the appropriate items as they pack. The childminder skilfully asks questions to encourage children to think, such as what clothing they need for the beach and if teddy needs his Wellington boots. This helps children to recall events, embed their prior knowledge and develop new skills and ideas. The childminder uses observation to monitor children's progress and identify gaps in their learning. She works with parents to see what children do at home and uses this to support further learning. For example, parents inform the childminder that they went to the farm at the weekend, and the childminder builds on this with animal recognition and sounds.

The childminder is a good role model for children. She listens carefully to what children have to say. She provides children with emotional support and reassures them when they need a little extra cuddle or comfort. She has high expectations of children's behaviour and encourages them to be kind and think of others. For example, through a local organisation, she has 'adopted a Grandad' and together with the children, they all go out to the local café. The children love to listen to his stories and interact with kindness. This supports children to think of others and learn about people in their community.

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

- The childminder has a good understanding of how to support children's emotional well-being. She encourages them to make their own decisions and become confident and independent learners. Children choose what they want to play with. The childminder further promotes their independence as children set out their games, wash their hands and put on coats and shoes. The childminder explains how she would support children with special educational needs and/or disabilities to ensure all children make good progress from their starting points.
- The curriculum supports children to develop a range of skills in all areas. For example, they develop their hand-eye coordination and fine motor skills as they use pencils to colour in and create pictures. They use their imagination in the role play area, recalling familiar events as they make cups of tea and different foods for the childminder to eat. The childminder brings early mathematics into everyday play as she counts objects with the children. However, the curriculum for mathematics does not provide enough challenge for children to learn about

and practise wider mathematical concepts.

- Children start to develop a love for books. They bring the childminder stories to read. The childminder reads the chosen story with intrigue and excitement. She uses a range of voices for the characters and children are transfixed. Together they look at the pictures, count the characters and anticipate what happens next.
- The childminder helps to develop children's language skills. She asks open-ended questions and narrates children's play. Children hear a large range of vocabulary, and they have the opportunity to have conversations and become confident, fluent talkers.
- The childminder takes the children out every day to get fresh air and exercise. They go to the local park to run around and use the equipment or to feed the ducks. They go to local stay-and-play sessions to enable them to mix with other children outside the childminder's home, which helps them build their confidence and social skills. The childminder takes children to the local shops and cafes to build on everyday experiences, meet people and start to understand the world they live in.
- The childminder uses a range of resources to keep up to date with current legislation and for her professional development. For example, she attends online courses for mandatory training, such as safeguarding. She also reads professional magazines for regular updates and examples of good practice, which she uses to improve her teaching.
- Parent partnership is strong. Parents are keen to say how much they value the childminder. They feel she is warm and welcoming and offers a reliable and flexible service. The childminder communicates well with parents, both verbally and through an online system. She tells parents what activities their children are doing during the day and any important care information. This provides reassurance for parents and keeps them informed about their child's learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance the curriculum for mathematics, to offer more challenge and enable children to learn about and practise a wider range of mathematical concepts.

Setting details

Unique reference number	209357
Local authority	Staffordshire
Inspection number	10348794
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 4
Total number of places	3
Number of children on roll	2
Date of previous inspection	1 October 2018

Information about this early years setting

The childminder registered in 1999 and lives in Heath Hayes, in Cannock, Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Sue Smith

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 they ensure it is safe and suitable.
- 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.
- The inspector observed the interactions between the childminder and children.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on their emotional well-being.

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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