

Childminder report

Inspection date: 4 October 2022

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 play happily and learn in a child-centred, physical environment. They receive age-appropriate challenges to ensure they succeed in their development. For example, the childminder purposefully places objects of interest around the room to encourage young children to move, stretch and balance. This helps to refine their walking skills.

Children develop independence and learn important self-help skills. For example, when children need a drink, the childminder supports them to independently stand and reach for their own cup. They develop positive attitudes for learning and, as a result, a sense of personal achievement. For example, the childminder models how to drink from a 'tipper cup'. This positively motivates young children to copy and drink independently. Children receive opportunities to practise key skills. For example, during sensory activities, they explore cutlery. This gives children the skills they need to later feed themselves.

Children benefit from positive interactions with the childminder, including those children who speak English as an additional language. For example, the childminder ensures faiths and family beliefs are incorporated into the curriculum. This means children develop a positive view of culture and diversity which reflects the children in the setting. Respectful key-person relationships are evident. For example, children seek reassurance from the childminder and give her a hug. This shows that they feel safe and secure in her care.

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

- The childminder demonstrates strong knowledge of how children learn. This means she has realistic expectations for all children's learning. The childminder implements a sequenced curriculum which builds on what children know and can do. For example, she reads repetitive stories and sings familiar songs with the intent to provide children with the foundations they need to later retell stories and make up their own.
- Observations and assessment play an integral part in how the childminder organises the setting. She is skilled in identifying what children know and understand, to plan effectively for what needs to be learned by children next. For example, during settling-in sessions, the childminder observes children's development.
- The childminder works extremely well in partnership with schoolteachers and other professionals to enhance children's learning, including those children who attend another childcare setting. As a result, all professionals actively contribute to children's learning and assessments. The childminder plans experiences to build on what children are learning at school. This supports children to reach

their full potential through continuity in their learning.

- Partnerships with parents are strong. For example, the childminder listens to parents and strategically uses the information gathered to create children's unique starting points for learning. This helps children to settle quickly. The childminder consistently shares information with parents about children's progress and provides them with activities to further support learning at home. This ensures children make rapid progress from their starting points.
- Children develop good manners. For example, they constantly hear positive language such as 'please' and 'thank you'. This gives children an understanding of expectations for good behaviour. As a result, babies copy and say 'ta' as they hand the childminder a toy. At times, the childminder uses words such as 'it' and 'there' instead of providing children with the names of objects. This hinders their developing vocabulary and understanding for what items are called.
- The childminder promotes children's positive well-being, including the importance of healthy lifestyles. For example, older children visit the local tennis court to engage in physical exercise. The childminder values 'team activities' where peers learn and play together. For example, children partake in a creative activity where they work together to decorate a box. This helps peers to relate to one another, build friendships and develop a sense of belonging within a mixed-age group.
- The childminder possesses strong self-motivation to better her knowledge and skills. She attends training to drive improvement and create scope for new learning. The childminder is confident to use ongoing self-evaluation to reflect on the quality of teaching she provides to children. For example, she evaluates children's responses and plans next steps for her own professional development. This help to ensure weaknesses in teaching are identified and improved.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about child protection and safeguarding issues, including peer-on-peer abuse and radicalisation. She understands the key indicators that may suggest a child is suffering or at risk of suffering abuse, neglect or harm. The childminder is confident to report concerns about a child's welfare. She utilises relevant safeguarding websites to ensure her knowledge is kept up to date. The childminder has effective systems to monitor children's illnesses and absences, and can clearly identify any patterns of concern. Children are taught to keep themselves safe. For example, they take part in regular fire drills at the childminder's home. Fire services are invited to enhance children's understanding of what to do in an emergency.

What does the setting need to do to improve?

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

- ensure children develop vocabulary well, through effective teaching of words to help children to develop an understanding that words carry meaning.

Setting details

Unique reference number	209384
Local authority	Staffordshire
Inspection number	10234331
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	0 to 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	8 November 2016

Information about this early years setting

The childminder registered in 1995 and lives in Stafford. She operates from 7.30am to 5.30pm Monday to Friday all year round, except bank holidays and family holidays. The childminder holds an 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.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her curriculum.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The views of parents were considered by the inspector, through verbal discussions, feedback forms and phone calls.
- 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.

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