

Childminder report

Inspection date: 12 June 2024

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

The childminder provides the children with a safe and well-maintained environment. It is full of resources for children to access independently. The childminder works hard to get to know each child. She reflects the children's interests in the activities and experiences she provides. The childminder observes the children. She does this so she can see how well they are developing. This helps her plan well for their next steps in learning.

The childminder cares about the children's physical and mental well-being. She promotes opportunities for them to be active and access the outdoors. While outside, children enjoy playing with the role play ice-cream parlour. They have lots of fun pretending to sell and buy different flavours of ice cream. The childminder skilfully joins the children in their play as she takes on the role of a 'fussy customer'. Children smile and laugh when she requests new flavours, and this inspires them to invent their own funny combinations. Through these quality interactions, children are developing their communication and language skills.

The childminder knows it is important to teach the children about staying safe. She enhances her curriculum by welcoming visitors, such as the fire service, into her setting. As a result, children confidently rehearse the fire evacuation procedure.

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

- The childminder provides an environment that encourages the children to develop their independence. Children confidently select resources. They access their snacks and drinks, use the toilet, and wash their hands independently. The childminder is aware of the potential risks to children in her setting and constantly supervises them. The childminder is aware of the need to prepare children's food in a way which reduces the risk of choking, and she shares this information with parents.
- The childminder is ambitious for the children. She has high expectations of their behaviour and learning. Children behave well and are eager to access the learning activities. The childminder shares social stories and talks to children about their feelings. She uses mirrors to help them to understand their feelings through facial expressions.
- The childminder knows the skills and knowledge that children need to learn, and considers how to effectively build on their prior learning. She uses a variety of activities and teaching techniques. She moves children through activities quickly, so they cover lots of skills and knowledge. However, children are not always given enough time during activities to fully consolidate their knowledge and practise the skills they learn.
- The childminder prioritises communication and language. She sits alongside

children while they play and introduces them to new words. The curriculum that the childminder provides supports children to communicate well and develop their early reading skills. The childminder gives children opportunities to develop an interest in books by sharing traditional stories. She teaches children songs and rhymes, such as 'I'm a Little Teapot'. Children recall their favourites during their play and they sing them word for word with actions.

- The childminder works closely with parents. They speak highly of the service she provides. Parents regularly talk to the childminder about their children's learning. The childminder provides parents with activities so children can continue their learning at home.
- The childminder builds relationships with a variety of professionals. This includes teachers from local schools and health visitors. These partnerships support children to have a secure transition into school. The childminder is aware of the local special educational needs and/or disabilities team. She knows how to access support from this service if there are concerns about children's development.
- The childminder dedicates herself to her role and enjoys working with the children. Children sense her care for them and this is evident in practice. The childminder has lots of experience working with children and she understands how to teach children to learn. The childminder reflects on her practice and accesses training. She also listens to feedback from parents and uses this to improve her service.

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:

- provide children with enough time to practise and consolidate their learning and skills.

Setting details

Unique reference number	209508
Local authority	Staffordshire
Inspection number	10343276
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	3 to 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	27 September 2018

Information about this early years setting

The childminder registered in 1992 and lives in Tamworth, Staffordshire. She operates all year round from 7am to 4pm, Monday to Wednesday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Vicki Abrahart

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 that 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 inspector observed activities in the childminder's home and conducted a joint observation of a planned activity with the childminder.
- Parents shared their views of the childminder with the inspector.

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 2024