

Childminder report

Inspection date: 25 October 2022

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 are greeted warmly by the childminder and the assistant. Younger children initially spend their time within a separate learning space, where they partake in smaller group activities. They settle well before having opportunities to access the larger learning environment. This means children of all ages and abilities happily learn together and they are safe.

In addition to planned activities, children have access to a wealth of resources. They benefit from an organised environment which supports children of different abilities to make choices for the toys they wish to play with. For example, boxes are clearly labelled with words and pictures to help them to understand what resources are inside the box.

Children benefit from regular one-to-one time with the childminder to help them to make progress across all areas of learning. For example, the childminder intends for all children to develop confidence in their early mark-making skills. Therefore, one-to-one time focuses on enhancing children's fine motor skills to strengthen finger muscles. This helps children to acquire the vital skills for the next stage of learning, such as early writing.

Children demonstrate good physical skills. They explore various resources, such as climbing frames and balls, which they enjoy throwing through holes in a board. Outdoors, children learn to manage their own risks. For example, they explore different ways to climb up the slide and they use equipment safely.

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

- The childminder maps out the curriculum to ensure planning covers all areas of learning and builds on what children know and need to experience next. However, children do not consistently benefit from opportunities to enhance their understanding of current topics in addition to the experiences they gain during adult-led activities. This does not help to achieve their highest potential.
- Children make good progress in their learning. They develop particularly well in their communication, language and literacy skills. The youngest of children enjoy selecting their favourite book and they independently turn the pages. Older children interact positively as a group as they explore a book together and learn about the farm. The childminder and assistant support children's communication skills by promoting their listening and turn taking. They enhance children's understanding of stories. For example, children learn a 'lamb' is a 'baby sheep'.
- Children partake in healthy practices as part of their daily routine. They enjoy activities that promote oral health, such as exploring fruit at snack time and brushing their teeth. The childminder sings songs to encourage effective

handwashing and toothbrushing techniques. This helps children to establish positive habits to support future self-care routines.

- The childminder demonstrates a collaborative approach to working together. For example, she works in close partnership with parents from the outset of children's experiences. This means she instantly focuses on children's starting points to plan next steps for learning, and to enhance learning at home. The childminder knows children and families well. She is sensitive of their needs, especially when liaising with other professionals. Her support positively promotes families' outcomes.
- The childminder speaks to children with respect and supports them to reflect on how they are feeling. For example, she gains children's consent before changing nappies and listens to their opinions. Children have choices for what healthy food they would like to eat, and they have choice for how much fruit they wish to have. This contributes towards positive relationships between the childminder and the children in her care.
- Parents are overwhelmingly positive about the childminder and assistants. They comment on the 'good progress' their children make and are thankful for the 'dedicated learning time' children receive to enhance their learning outcomes.
- The childminder invests in regular training to influence ongoing improvements. For example, in response to the COVID-19 pandemic, the childminder and assistants embarked on an extensive early years training programme to improve children's outcomes in early language, literacy and mathematics development.
- The childminder has a secure overview of what constitutes good practice, and she models her expectations for effective teaching. However, the assistant does not consistently demonstrate high-quality teaching and knowledge. As a result, children do not fully receive consistency in their learning throughout the day.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear understanding of what constitutes a safeguarding concern. She clearly demonstrates what to do should she have concerns. The childminder has procedures in place to ensure assistants are suitable to work with children. Assistants attend training to help them identify the different types of abuse and how to protect children from harm. They reflect on the setting's safeguarding policies to increase their confidence of procedures. The childminder shares a 'Safeguarding children policy statement' with parents to ensure they too understand expectations for safeguarding children, including what to do should parents have concerns about her conduct. The childminder regularly reviews risk assessments to ensure children can play safely while in and out of the setting.

What does the setting need to do to improve?

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

- support assistants through a more focused approach to professional development to ensure children constantly benefit from high-quality teaching
- find ways to help children explore current topics independently to further embed intended learning and practise key skills.

Setting details

Unique reference number	209565
Local authority	Staffordshire
Inspection number	10234332
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 6
Total number of places	18
Number of children on roll	8
Date of previous inspection	3 March 2017

Information about this early years setting

The childminder registered in 1993 and lives in Stafford. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants full time. The childminder and one assistant hold an appropriate qualification at level 3. The childminder provides funded early education for two, three- and four-year-old children.

Information about this inspection

Inspector
Mikaela Stallard

Inspection activities

- This was the first routine inspection the setting 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 inspector viewed the provision and discussed the safety and suitability of the premises with the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector held discussions with the childminder, assistant and children at appropriate times during the inspection. The views of parents and grandparents were considered by the inspector, through verbal discussions and letters.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector carried out a joint observation of the assistant's practice during a threading activity.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working with children, safeguarding policies and complaint procedures.

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 2022