

Childminder report

Inspection date: 9 June 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, confident and feel safe in the nurturing environment and enjoy close relationships with the childminder. Children are familiar with the routine, behave well and show high levels of engagement in their chosen activities. The childminder skilfully uses children's play to help extend their learning. For example, children confidently use the balancing beams and learn to count, recognise colours and use words, such as 'stretch'. As they play with the bubbles, they are encouraged to think about what direction the wind is blowing and are keen to point out the colours of the bubbles. Children begin to use mathematical language as they talk about the sizes of the bubbles and how high they go.

Promoting children's language development is a high priority. The least vocal children are included in conversations and given the time they need to speak. Children become animated during story sessions and are eager to answer questions and offer their ideas. For example, children suggest the duck egg in the book is dirty and smells because of its colour. Children show a keen interest in what they see and hear. For example, children are eager to feed the childminder's chickens and talk about the aeroplanes that fly overhead regularly.

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

- The experienced childminder has a clear overview of each child's development and progress. She identifies their next steps in learning and uses them effectively during activities to help children make good progress. The curriculum provided incorporates interesting topics that motivate children to learn.
- The childminder works closely with parents to find out about children's preferences and development and uses this information to plan for their individual needs. Parents state the childminder values the uniqueness of each child and supports children well emotionally and educationally. They report she is knowledgeable and guides and supports them on any issues they experience, such as behaviour management. There are effective systems in place to share information with parents about their children's progress. The childminder and parents work together to help close any gaps in children's learning.
- The childminder provides rich, first-hand experiences for children to learn about the natural world and living things. For example, each week children visit the nature reserve, which is accessed via the childminder's garden. Children observe the seasonal changes and learn about animals and plants. Children talk about their own families and learn to respect each other. However, the childminder has not yet identified how to help extend children's understanding of the world even further. For example, at present, she plans few age-appropriate opportunities for children to learn about communities beyond their own experience.
- The educational programmes for mathematics and literacy are strong. The

childminder skilfully uses children's play to promote mathematical concepts and language. Books are used extremely well to help reinforce what is being taught, and children show a fondness for stories. Children use a range of writing materials and the most-able children learn to recognise their names.

- The childminder prioritises supporting children's personal, social and emotional development. She supports children well to manage their feelings and resolve their disputes. They learn to show care and concern for others and enjoy her company.
- The childminder uses fun activities and games to help teach children about the importance of healthy eating. For example, shopping trips are used creatively to encourage children to find the healthy foods from the shopping list. The outdoor area offers plenty of opportunities for children to test and challenge their physical skills.
- The childminder shows a strong commitment to continuous improvement. For example, she completes regular training to keep her knowledge up to date and meets with other childminders to help her reflect on her practice. She has very recently employed an assistant, and there is an effective induction process in place. However, the childminder has not yet devised a clear programme of professional development for the assistant to support her ongoing development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and all household members are vetted and suitable. The childminder has informed Ofsted of the assistant she has employed to ensure all the required vetting processes can be undertaken to determine her suitability. Keeping children safe is a clear priority. For example, there are effective systems in place to ensure the assistant is not left unaccompanied with children until all vetting checks are complete. The childminder has a good understanding of child protection issues and the procedures to follow if she has a concern. The childminder carries out risk assessments to ensure activities, such as pond dipping and paddling in the stream, are carried out safely.

What does the setting need to do to improve?

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

- monitor more rigorously the educational programmes and increase opportunities for children to learn about communities beyond their own experience
- build on the programme of professional development for the assistant to help support her ongoing development.

Setting details

Unique reference number	209671
Local authority	Staffordshire
Inspection number	10289333
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 9
Total number of places	12
Number of children on roll	12
Date of previous inspection	21 November 2017

Information about this early years setting

The childminder registered in 2000. She operates all year round, from 7am until 6pm, from Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for three- and four-year-old children. She works with an assistant.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This was the first 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 the evaluation of the setting.
- The inspector and the childminder completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household and working on the premises.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector took into account the views of parents.

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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