

Childminder report

Inspection date: 14 January 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 are happy and settled in the childminder's care. She is kind and caring, and offers children appropriate reassurance when needed. Children make independent choices in their play as they confidently explore the well-resourced environment. The childminder is attentive to children's individual needs. She quickly recognises when they are becoming tired and in need of a sleep. The childminder offers children cuddles and comfort, which helps them to regulate their own emotions.

The childminder has high expectations for all children. They are learning to manage their own behaviour and happily take turns and share toys. Children listen to the childminder and follow instructions well, showing understanding and familiarity of the daily routine. They happily help to tidy away the toys to get ready for snack time. Children enjoy using their imaginations and re-enact their own experiences. For instance, they use the toy kitchen to pretend to cook food and make drinks for others. Children explore as they roll toy cars along the floor. The childminder joins in with their play and makes the sound of the vehicles, which they copy. Children make good progress in their learning. They are gaining the skills they need to support their future learning, including their eventual move to school.

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

- The childminder gathers important information about children's current capabilities when they first start at her setting. She adds to this with her own observations and assessments of children's progress. However, the childminder does not always focus on what she already knows about the children when planning some activities to extend their learning even further.
- The childminder promotes children's emerging speech and language skills well. She engages children in conversations as they play, naming objects and introducing new words. For example, she uses words such as 'frozen' and 'hard' to help explain how ice feels, and 'soft' and 'squidgy' to explain how jelly feels. The childminder asks open-ended questions and gives children time to think and respond.
- The childminder manages children's behaviour well. She offers gentle reminders, praise and encouragement during activities. This helps to promote children's confidence and self-esteem.
- The childminder promotes children's independence well. She encourages them to help with tasks, such as setting the table for snack time. Children confidently get their shoes and coats when it is time to go outdoors. They progress well with their self-care needs. The childminder encourages and praises children who are learning to drink from open-topped cups.
- The childminder carefully considers how she helps children to feel emotionally

secure in her care. She understands the importance of providing gradual settling-in sessions. During this time, parents are invited to stay with their children. The childminder adapts these sessions to meet the individual needs of parents and children.

- Children develop a good understanding of the importance of a healthy lifestyle. They benefit from plenty of fresh air and exercise as they go on regular outings to local parks and open spaces. Children also benefit from healthy snacks provided by the childminder. They enjoy a range of fresh fruits and have regular access to fresh water to ensure they stay hydrated.
- Children benefit from socialising with other children. The childminder regularly meets with other local childminders and attends a local toddler group. This gives children the opportunity to develop their social skills.
- The childminder has developed good partnerships with parents. She ensures that they are kept up to date about their child's time spent with her. The childminder completes a daily diary for parents and provides them with verbal feedback. Parents are very pleased with the care their children receive and appreciate the regular communication.
- The childminder completes mandatory training and shares information and good practice with other local childminders. However, she does not give enough consideration to extending her professional development to further build on her teaching skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her safeguarding responsibilities. She regularly updates her safeguarding training to ensure her knowledge is up to date. The childminder is confident in naming forms of child abuse and describes the signs and symptoms that may indicate a child is at risk of harm. She is confident with the procedures to follow should she have concerns about a child's welfare. The childminder ensures her home is clean, safe and well maintained. She helps children to understand how to keep themselves safe, for example by reminding them of the importance of sitting properly on chairs so they do not fall.

What does the setting need to do to improve?

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

- use what is known about children to plan even more precisely for their individual needs, in order to help them make even more progress in their learning
- explore more ways to engage in professional development opportunities that focus on extending on current knowledge and skills, in order to raise the quality of teaching to an even higher level.

Setting details

Unique reference number	209931
Local authority	Staffordshire
Inspection number	10218447
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	6
Number of children on roll	5
Date of previous inspection	8 August 2017

Information about this early years setting

The childminder registered in 1999 and lives in Clayton, Newcastle-under-Lyme. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Amanda Tompkin

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 setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder and children.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the premises.
- The views of parents were taken into consideration by reading written references.

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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