

Childminder report

Inspection date: 1 August 2024

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

New children settle well, developing confidence in the routine. For example, they learn to put on their shoes before going outside. They say, 'I did it, I did it', celebrating their efforts. The childminder actively finds out about children's routines at home to further meet their care needs at the setting. This helps children to feel safe and secure. Parents and carers say that the setting 'is an extension of their home'. When children have achieved a new skill or have tried something new, the childminder shares their achievements with parents, keeping them well informed. Children demonstrate good behaviours. For instance, they initiate turn-taking games with their peers, such as throwing and catching a balloon, saying 'Ready, steady, go!'

The childminder supports children's personal development well. For instance, when younger children dislike engaging in messy play, she slowly introduces different sensory activities to build on their confidence. The childminder encourages children to bring in special items from home, for example a balloon that their parents have blown up for them and comfort blankets to support their emotional well-being. She offers children lots of choice about where they want to play and what they want to eat. For instance, she offers them a variety of spoons, asking which one they would like. This promotes their happiness at mealtimes.

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

- The childminder has a clear intent for what she wants children to learn. She skilfully differentiates activities to ensure that all children are suitably challenged. For example, she introduces colour matching and mathematical language to extend older children's learning.
- The childminder displays a good knowledge of child development, which she shares with parents to enhance children's learning at home. She talks to parents about online safety and healthy eating. For instance, she asks them to provide children with a healthy lunch, sharing leaflets to explain how to do this. The childminder demonstrates a good understanding of how to support children's allergies. She follows advice from external agencies to maintain good food safety standards.
- Children regularly go out into the community with the childminder to meet with other childminders' children and visit places of interest. For example, they share gifts with the residents at the local care home to promote kindness and visit country parks to learn about nature. Improvement plans are in place to provide children with more opportunities to engage in nature-based learning indoors to help them learn more about the natural world.
- The childminder uses present day events to promote children's development. For example, because the Olympic Games are currently taking place, she has

planned a wealth of activities, such as the 'mini-Olympics' in the garden to promote children's understanding of the world.

- Children enjoy being outdoors. Younger children repeatedly climb up the steps and go down the slide, building confidence in their larger movements. They explore the mud kitchen, showing good control as they mix fresh mint and flower petals into the mud with a large spoon.
- The childminder purposefully attends training to strengthen children's learning outcomes. For instance, she has recently attended training to help her target any gaps in children's language development and to develop her skills and confidence to work with children with special educational needs and/or disabilities.
- The childminder confidently seeks support from other professionals and attends network meetings to continually improve her practice. For instance, she has recently found out about the 'Stoke Speaks Out' framework, which is positively helping her to monitor children's speech and language progression. However, when talking to children, the childminder does not always use key words or encourage children to repeat words back to her. This does not help them to learn new words quickly.
- The childminder supports children to be independent during some parts of the day. For example, they learn to butter their own toast with a plastic knife. However, children are not always able to complete handwashing routines by themselves or wash their own face with a face cloth. This is because the childminder does it for them. This prevents children from becoming fully independent during self-care routines.
- The childminder is aware of the importance of sun safety. For instance, before children go outdoors, she encourages them to wear a hat and applies sunscreen for them. When children find wearing a hat difficult, she teaches them about the importance of protecting themselves from the 'burning sun'.

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:

- reflect on practice to further extend children's developing language skills, helping them to hear and regularly practise saying new words
- provide children with further opportunities to be independent, developing their self-care skills.

Setting details

Unique reference number	210016
Local authority	Staffordshire
Inspection number	10355394
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 14
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 November 2018

Information about this early years setting

The childminder registered in 2000 and lives in Huntington, Staffordshire. She operates from Monday to Thursday, 8am to 5.30pm, all year round, except for family holidays and bank holidays. The childminder holds a relevant level 3 qualification. She is eligible for funding for two-, three- and four-year-old children.

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 of the childminder.
- The childminder spoke to the inspector about the early years curriculum and discussed their intentions for children's learning.
- 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 via verbal discussions and phone calls.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.
- Children spoke to the inspector about what they enjoy doing while with the childminder.

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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