

Childminder report

Inspection date: 25 January 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 develop loving and trusting bonds with the experienced childminder. They are confident in their surroundings and independently choose what they would like to play with. Children learn to share and take turns with gentle reminders from the childminder. She encourages them to understand their emotions, such as happy and sad, so that they can communicate how they are feeling. Children receive an abundance of praise for their positive behaviour and achievements, which helps to boost their self-esteem. Children thoroughly enjoy the high-quality interactions they receive from the attentive childminder. They delight when she joins in with their play and seek her out for cuddles and reassurance when needed.

Children have lots of fun in the childminder's well-resourced garden. They develop good physical skills, such as safely navigating steps with confidence and throwing and kicking balls. Children enjoy playing in the outdoor playhouse. They giggle as they take turns to knock on the door and say 'hello' as they peep out of the window.

The childminder helps children to develop an awareness of the diverse world they live in. For example, they learn about different festivals and cultures, such as Chinese New Year, and resources reflect a range of cultural backgrounds. Children benefit from regular outings in the local community and learn about the world around them. They go on walks to the local park, where they feed the ducks and horses, and accompany the childminder to take older children to and from the local primary school.

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

- The childminder truly enjoys her role and genuinely cares for every child. She gets to know children and their families very well and offers a positive settling-in process. The childminder keeps parents informed about what their children are learning, the progress they make and what they need to learn next. Written feedback from parents is complimentary. They comment that their children are happy to come to the childminder's house and often do not want to leave at the end of the day.
- Regular observations and assessments enable the childminder to plan a broad curriculum centred around children's interests and their next steps in learning. Children make good progress and learn through a good balance of adult-led and child-initiated learning activities. However, although the childminder plans specific activities that help to develop children's early mathematics skills, she does not consistently introduce counting and numbers during the session.
- The childminder is skilled in supporting children's communication and language. She gets down to their level, makes good eye contact and speaks to them

clearly. To encourage accurate pronunciation, the childminder repeats words and phrases back to the children. She uses effective questioning techniques and gives children time to think and respond.

- Children become deeply engaged in their play for long periods of time. They enjoy exploring the texture of sand with their fingers. They use their fine motor skills and hand-to-eye coordination as they use tools to scoop up sand and empty and fill containers. The childminder provides a narrative during their play and exploration. However, she does not always make the most of opportunities as they arise to extend children's learning even further.
- The childminder supports children's early literacy skills. She reads stories with enthusiasm and children look at books independently. They enjoy looking at the pictures and pretend to read a story to the childminder, which demonstrates their understanding of how to use books.
- Children use their imaginations well in their play. They pretend to cook in the role-play kitchen and serve toy food to the childminder. They learn to use technological toys, such as laptops, and pretend to talk to their mummy on the telephone.
- Children develop good independence. They wash their own hands, put on their wellies, and fetch their own bag when it is time for a nappy change. The childminder provides children with the confidence to have a go, persevere and develop the resilience they need to succeed with future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her responsibilities in relation to keeping children safe. She has a good understanding of the signs and symptoms that may indicate a child is at risk of harm and is confident about how to report any concerns. The childminder is aware of wider safeguarding issues, such as the 'Prevent' duty. She understands the process to follow should there be an allegation made against her. Children learn how to keep themselves safe. For example, they learn the rules to follow on outings to ensure their safety. The childminder's home is safe and secure. She has good hygiene routines in place to support children's health.

What does the setting need to do to improve?

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

- enhance the teaching of mathematics to further develop children's understanding of early mathematics, such as numbers and counting, more consistently through their play and activities
- strengthen existing knowledge of how to enhance and extend learning even further during children's spontaneous play experiences.

Setting details

Unique reference number	210174
Local authority	Staffordshire
Inspection number	10264353
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	2 to 11
Total number of places	16
Number of children on roll	10
Date of previous inspection	13 June 2017

Information about this early years setting

The childminder registered in 1992 and lives in Tamworth. She operates all year round, from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children and assessed the impact this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents' written views were considered as part of the inspection.

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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