

Childminder report

Inspection date:

26 November 2024

Overall effectiveness	Good
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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

Relationships between the childminder and children are warm and secure. For example, the childminder makes good eye contact with babies, copies their babbles and blows raspberries at them. This encourages babies to chuckle in response. As the childminder supports older children to wash their hands, they look up at her with a real sense of admiration and smile. They show high levels of happiness.

The childminder shows children a great deal of respect by giving them copious amounts of time to think about what they know and can do. For example, at their own pace, older children practise placing letters in alphabetical order and carefully select which animal they think makes a 'neigh' sound. The childminder gives helpful hints to encourage them to vocalise their ideas and thoughts. She listens, repeats and models words clearly to further their language development. The childminder has a good grasp of child development, including the expected milestones for children's language. She uses specialised speech and language tools to help her to quickly identify those children who need additional support and sets appropriate targets to help them to catch up.

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

- Children greatly benefit from going out into the local community where they receive an array of opportunities to socialise with other children and meet new people. For example, they visit the local library and church, attend toddler groups and visit other childminder's homes. This promotes school readiness as children learn to be confident in new situations and larger groups.
- The childminder recognises the value of books and songs to extend children's vocabulary. She mindfully sings the same songs that children sing at church. This is especially important for those children who do not attend on 'church days' to receive the same opportunities to build a large repertoire of songs. However, carpet time is often too long for babies, who at times sit disengaged in the activities and songs on offer. This does not help to maximise their learning.
- Parents and carers are happy with the provision and the communication that they receive regarding their children's learning and progress. They positively comment on the one-to-one support their children receive and how they developmentally benefit from attending toddler groups.
- The childminder builds good relationships with external professionals, schools, parents and grandparents. For instance, she makes a conscious effort to ensure that all parents receive first-hand information about their child's day, learning and development. This inclusion is particularly important to those parents who do not always drop off and collect their children.
- The childminder helps babies to develop their physical and coordination skills. For instance, she provides them with opportunities to grasp objects, reach for

toys and learn to clap. They engage in tummy-time activities and have the space to roll over. This strengthens the muscles for later sitting and crawling. However, the childminder does not always adapt activities to fully include babies, and at times, teaching is quite adult directed. This means that children and babies are not always able to freely experiment with different ways of making marks to promote their creativity and sensory development.

- The curriculum for mathematics is good. Children learn various number songs, which introduces them to simple adding and subtraction. For instance, they use their fingers to count how many current buns there are in the baker's shop when one is taken away. They explore positional language as they wave coloured scarves 'above', 'below' and 'behind' them.
- The childminder has a targeted plan in place for her continuous professional development to help her to improve children's outcomes. For example, following recent training, she has introduced 'bucket time' into the daily routine to strengthen children's concentration skills. Although the childminder already has sound knowledge of how to support children with special educational needs and/or disabilities, she desires further training to broaden her understanding of the signs of autism and how to further support children and their families.

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 the organisation of group times, especially the length of time that babies are expected to sit, listen and watch
- strengthen planning to ensure that all children can freely access and take part in activities where they can experiment with different ways of making marks to further promote their creativity and sensory development.

Setting details

Unique reference number	224607
Local authority	Stoke-on-Trent
Inspection number	10362854
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 February 2019

Information about this early years setting

The childminder registered in 1985 and lives in Trentham, Stoke-on-Trent. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. She provides funded early education for any eligible children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and how she evaluates her practice.
- The inspector observed the interactions between the childminder and children throughout the morning and evaluated the impact on children's learning.
- The views of parents were considered by the inspector through verbal discussions and written feedback.
- Children communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request, including a valid paediatric first aid certificate.

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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