

# Childminder report

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Inspection date: 10 January 2022

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and content attending. They have secure attachments with the professional and friendly childminder and her co-childminder. Children develop their social skills as they learn to play cooperatively with friends. Children's behaviour is good. They learn to share and take turns with gentle reminders from the childminder.

Children are confident to make independent choices on the direction of their play from the interesting and enjoyable resources and toys available. Children make good progress from their starting points. They learn through an effective balance of child-initiated play and adult-led activities. Children have opportunities to engage in sensory and messy play activities that capture their curiosity. For example, they explore the textures of rice and hair gel. They learn new words, such as 'sticky' and 'slimy'.

Children have enjoyable opportunities to learn about the world around them. They take part in outings to the local park and woodlands, where they have lots of fun splashing in the mud and practising their physical skills on appropriate play apparatus. Children learn to recognise risks and keep themselves safe as they climb trees. They also learn about nature and changes in the environment. Children learn about different cultures and festivals that are celebrated throughout the year. For example, they take part in a range of craft activities related to various celebrations and taste foods from around the world.

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

- The childminder and her co-childminder are passionate about providing children with high-quality care and education. They work together well as a team to support children's learning and take part in regular training to support their professional development. The childminder and her co-childminder meet regularly with other local childminders to share ideas and offer support and guidance on best practice.
- Children receive good support as they prepare to move on to the next stage in their education. The childminder invites teachers from the local nursery and school into the setting to meet the children. The childminder develops positive relationships with parents and shares information about children's progress and care. This helps to support smooth transitions and promote continuity in children's learning and care.
- The childminder interacts well with the children and, overall, provides good support to help them to develop their language and communication skills. She speaks clearly to the children, gets down to their level and makes good eye contact. She provides a narrative as children play, which helps them to link their

actions to specific words. However, on occasions, the childminder misses opportunities to ask children questions that help them to think as they play, to develop their communication and language skills even further.

- Children thoroughly enjoy using their imagination. They have fun dressing up as doctors and dentists and exploring related play resources, including large pretend teeth and toothbrushes. The childminder helps children to understand how to care for their teeth. This supports them to develop healthy habits.
- Children develop good hand-to-eye coordination as they test out picking up pasta with tweezers. This helps to build strength in their hand muscles in preparation for early writing. The childminder gives children an abundance of encouragement and praise for their efforts, which helps to boost their self-esteem and self-confidence. Children listen to the childminder and show good concentration and perseverance skills.
- Children enjoy playing with a broad selection of resources, such as musical instruments, train tracks and small-world farm and zoo animals. The childminder uses children's interests when planning activities and interweaves learning into their self-chosen play to help them to continue to develop. However, the childminder misses some opportunities to help children to make the best progress across all areas of their learning. For example, she does not readily introduce mathematics into children's play and everyday activities.
- Children demonstrate a love for books. They listen intently as the childminder reads to them with expression and enthusiasm. The childminder encourages children to participate in the story and make predictions about what might happen next. For example, when listening to a popular story about three little pigs, children excitedly say, 'The wolf is coming and he is going to fall down the chimney.'

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-childminder understand their responsibility to keep children safe in their care. They have a clear understanding of the possible signs and symptoms that indicate a child is at risk of abuse and neglect. The childminder has good knowledge of safeguarding protocols and actions to take if there are any concerns about a child's welfare. The childminder and her co-childminder have a good awareness of wider safeguarding concerns, such as children being drawn into situations that put them at risk. The childminder helps older children and parents to be aware of potential risks when children use devices to access the internet and social media at home.

## What does the setting need to do to improve?

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

- enhance children's communication and language skills by making better use of questions during conversations that encourage them to think
- make better use of play opportunities and everyday activities to support children's understanding of mathematics, to help them make the very best progress.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2525886                                                                           |
| <b>Local authority</b>                             | Staffordshire                                                                     |
| <b>Inspection number</b>                           | 10215059                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 10                                                                           |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 19                                                                                |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2019 and lives in Werrington, Stoke-on-Trent. She operates all year round from 7.30am 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. She works with a co-childminder. They hold appropriate early years qualifications at level 2 and 3.

## 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 setting.
- The inspector had a learning walk with the childminder and discussed how she implements her educational programme.
- The quality of teaching and the impact on children's learning were observed.
- The inspector held a number of discussions with the childminder and her co-childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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