

Childminder report

Inspection date: 23 November 2021

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

The childminder has high expectations for children's behaviour. Consequently, children are considerate, respectful and use good manners. For example, children eagerly work together to tidy away the toys, and say 'please' and 'thank you' at appropriate times. They giggle as they sit opposite each other and take it in turns to roll the ball back and forth.

Children enjoy listening to the childminder singing their favourite songs. They join in by singing some words and by doing the accompanying actions with plenty of enthusiasm and excitement. Children demonstrate high levels of engagement in activities led by the childminder. They focus intently as they undertake a drawing task that helps them to learn about shapes, colours and numbers. Children thoroughly enjoy imaginary play with dolls and act out familiar routines, such as feeding, rocking and putting them to sleep. They learn about the world around them. For example, they closely observe the caterpillars in the setting as they change into chrysalises. They watch them emerge as butterflies and then release them outdoors.

Children show a strong sense of belonging and security within the setting. For example, they climb onto the childminder's lap and snuggle up with her. Children are confident and happy. They interact freely and enthusiastically with the childminder and visitors to the setting.

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

- The childminder provides children with a curriculum that encourages them to absorb themselves in imaginative play. During this imaginative play, the childminder skilfully encourages the children to develop their knowledge across all the relevant areas of learning. However, there are few opportunities for children to recognise, respect and value how they differ from or are similar to other people.
- The childminder has attended a course on how to support children's early language development. She skilfully uses every interaction as an opportunity to build highly effective relationships with children and to develop their understanding and use of language.
- The childminder works closely with other professionals who are involved with the children. Together, they ensure that the support they provide is regularly reviewed and adjusted so that all children make good progress.
- The childminder regularly takes the children to the local toddler groups. This provides children with opportunities to experience a wide range of art and craft activities and to socialise outside of the childminder's home.
- The childminder promotes children's understanding of the natural world well. For

example, during the school holidays, she takes the children to country parks and farms where children observe animals and experience a Halloween hunt. This, along with discussion, helps to consolidate children's learning.

- The childminder provides children with good opportunities to experience physical challenge and manage risks for themselves. For example, she takes the children to the local playground to use the climbing apparatus. The childminder has a well-resourced garden and children have regular opportunities for outdoor play. This helps to promote their fitness and develop their running, climbing and balancing skills. The childminder provides children with healthy snacks and drinks.
- The childminder monitors the educational programme as she uses suitable government guidance to benchmark children's achievement. Any areas of learning that fall behind are set as a focus. The childminder regularly explores a range of early years websites and reads the updates she receives from the local authority. This, along with welcoming any suggestions from parents and the local school, helps her to improve the overall quality of her setting.
- The childminder informs parents about the type of activities and experiences she provides for children, for example, through daily chats and the sharing of the daily diary. However, the childminder is not always successful in making sure that all parents are fully informed about the plans for their child's future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training that ensures she is fully aware of the signs of abuse, neglect or child exploitation. She knows the procedures she must follow if she has any concerns about a child. The childminder checks all indoor and outdoor areas to identify and reduce any possible risks to children. This, and effectively risk assessing all outings off the premises, helps to keep children safe and well. The childminder follows good hygiene procedures to prevent cross-infection. For example, she teaches children to sing a song as they wash their hands to help them clean their hands effectively.

What does the setting need to do to improve?

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

- increase ways to support children to learn about their own cultures and beliefs and those of other people
- develop the systems for regularly sharing information with parents about children's progress and their future learning.

Setting details

Unique reference number	2547404
Local authority	Stoke-on-Trent
Inspection number	10207556
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Stoke-on-Trent. She operates all year round from 7.30am until 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Linda Yates

Inspection activities

- This is the first routine inspection the childminder has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic on the childminder's setting and has taken this into account in her evaluation of the setting.
- A tour of the childminder's home was completed by the inspector to make sure all areas used by children are safe.
- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and evaluated how well she assesses children's progress and plans for the next steps in their learning.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- The inspector held conversations with children during 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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