

Childminder report

Inspection date: 23 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are highly engaged as they play with the resources in their own thought-out ways. For example, they carry a small basket full of brass items around and then stop and pretend to have a picnic. Children sing familiar songs to themselves as they play. Children enjoy looking at books. They snuggle around the childminder as she reads a story. The childminder makes sure that all the children can see the story book and uses a clear voice with expression to hold children's interest. Children listen intently to the story. They take turns to name the different dinosaurs in the book and talk about each dinosaurs' individual features.

Children enjoy nature craft activities. For example, they collect leaves on their walks and take them back to the setting to make a leaf collage. They make pumpkin lanterns, bird feeders and thread conkers. Children are very fond of, and closely observe, the childminder's family tortoise. On their walks with the childminder, children learn to identify and pick weeds that are safe for the tortoise to eat. This helps children to learn to respect, care for and understand animals.

Children are happy, self-assured and play exceptionally well together. The childminder has high expectations for the children and skilfully supports them to follow the rules. For example, children eagerly work together to tidy away the toys before they start a new activity.

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

- The childminder has a good understanding of how children learn and develop and has a clear vision of the educational approach she follows in her setting. The playroom is well-organised and homely, with carefully selected natural and open-ended resources that help children learn different concepts through play.
- The childminder has attended training on how to engage children during story time. Consequently, she uses models, dolls and props during story time to stimulate children's imagination and to help bring stories to life. The childminder provides children with books that positively reflect the diversity of people and explore a range of feelings.
- The childminder ensures that the curriculum broadens children's understanding of the world through exciting first-hand experiences. For example, she encourages children to observe and identify the visiting birds in her garden. Children learn about the similarities and differences between birds. They use binoculars to look at birds on their regular walks to the local fields, river and woodlands. The childminder regularly takes the children to country parks, castles and beaches. Here, they explore the natural environment using all of their senses and engage in physical activity.
- The childminder places a strong focus on helping children to positively manage

their emotions and to feel good about themselves. She has a strong bond with each child and responds quickly and sensitively to their needs. This helps children to feel relaxed and secure and to engage in new experiences. The childminder provides children with nutritious and well-balanced meals and snacks and encourages them to drink water or milk throughout the day.

- The childminder regularly researches learning and development topics online. She participates in the local authority's monthly webinar for early years providers. This, along with welcoming any suggestions from parents, helps her to improve the overall quality of her setting.
- The childminder monitors the educational programme and uses suitable guidance to benchmark children's ongoing achievements across all the areas of learning. However, the childminder does not focus strongly enough on encouraging children to develop their understanding of letters and sounds.
- The childminder informs parents about the types of activities and experiences she provides for children through daily chats and the sharing of photographs and information electronically on the setting's social media site. However, the childminder does not provide all parents with as much information as possible about the plans for their child's future learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended child protection training. She demonstrates a good understanding of the possible signs or symptoms of abuse or neglect. The childminder knows the procedures she must follow if she has any concerns about a child. She implements robust risk assessments in all indoor and outdoor areas and for all outings off the premises. For example, on outings, children wear badges with the childminder's telephone number on, just in case they happen to get lost. The childminder promotes stringent personal hygiene routines so that any risk of infection to children is minimised. She regularly supervises children as they wash their hands at appropriate times throughout the day.

What does the setting need to do to improve?

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

- provide children with more opportunities to build on and develop their knowledge of letters and sounds
- increase the information provided to parents about how they can support their child's learning at home so that children make the best possible progress.

Setting details

Unique reference number	2547909
Local authority	Stoke-on-Trent
Inspection number	10207557
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 3
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 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

Linda Yates

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- A tour of the childminder's home was completed 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 checked evidence of the suitability and training of the childminder and discussed self-evaluation and improvement plans.
- The inspector took account of the views of parents through the written feedback provided.
- The inspector held conversations with the 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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