

Childminder report

Inspection date: 12 September 2022

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

On arrival, children receive a friendly smile. The childminder takes time to speak to children and their parents about their morning. This helps her to understand how children feel. Children are safe and secure. For example, they confidently hold the childminder's hand as they partake in a familiar walk around the community. Children enjoy listening to noises they hear outdoors, such as aeroplanes and dogs barking. Babies copy new words, such as 'car', and they point in excitement when they see a dog.

Children learn acceptable behaviours. They benefit from behaviour strategies which help them to understand 'good choices' and 'bad choices'. Children show kindness and consideration towards others. For example, when children become upset, their peers bring them a familiar toy. This helps to ease their emotions. Older children care for younger children. For example, when babies attempt to put on their shoes, older children try their best to help them.

The childminder supports children to be independent. For example, when they cannot fully reach toys on a shelf, the childminder moves the toy slightly closer to ensure they succeed in their challenge. Children develop a sense of achievement. They demonstrate confidence in key skills such as independent handwashing, self-serving their own meals and using cutlery to feed themselves.

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

- The childminder strongly invests in the service she provides for all children. For example, she has recently extended her home to create an additional safe and purposeful environment for children to play and learn in. As a result, newly mobile babies have the space to enhance their physical skills indoors. They smile as they enjoy moving freely between the rooms.
- The childminder operates her service in partnership with another childminder. Together, they use planning and assessments to create children's next steps for learning. At times, the childminder does not ensure activities fully reflect the developmental age of children. For example, younger children complete the same activities as their older peers. This means young children become easily distracted. Additionally, the childminder does not consistently pitch the questions that she asks children to their level of understanding. This hinders their learning slightly. The childminder identifies the need for training to specifically support the needs of younger children.
- The childminder shares a strong team ethos and a vision for continuous improvement. Together with the co-childminder and assistant, she conducts regular observations and supervisions which specifically focus on improving practice. Together, they partake in quizzes to test their knowledge and attend

team meetings to discuss individual children. They create personal tasks to enhance the curriculum they provide.

- Children thoroughly enjoy listening to familiar stories. They listen intently and spontaneously finish the end of sentences. Children partake in planned activities which purposefully enhance their understanding of stories being told. For example, they have scrambled egg for lunch after learning that a character's favourite food is 'scrambled snake'. This enhances children's understanding of new words. However, children do not consistently receive time to demonstrate what they understand. At times, the childminder asks children a lot of questions and sometimes gives them the answers before children have time to respond. This hinders their developing vocabulary.
- Children attend unique outings with the childminder. They gain knowledge of cultures and differences through hands-on learning in the wider community. For example, they visit an Indian restaurant and sample the cuisine. They visit farms and zoos and attend stage shows to underpin knowledge of the stories and topics taught by the childminder. This strengthens children's understanding of the world they live in.
- Children have opportunities to practise their fine-motor skills and develop confidence in their movements. For example, children receive guidance and support to pinch the castanets when exploring the instrument, and they have time to practise using tongs to pick up a piece of toast. This supports children to develop good self-help skills.
- Parents receive daily information about their children's learning and progress. They are happy with the service their children receive. However, the childminder does not always consider how to fully involve parents in their children's learning at home. This hinders children's ability to make rapid progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have knowledge of child protection and safeguarding issues, including female genital mutilation and radicalisation and extremism. They have a good understanding of different types of abuse and key indicators for concern. The childminder places strong emphasis on listening to children. She understands the correct procedures to follow should she have concerns about a child's welfare. This includes the use of early help assessments to identify the needs of children and families. The childminder has robust procedures in place to ensure that her co-childminder and assistant are deemed suitable to work with children.

What does the setting need to do to improve?

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

- monitor younger children's experiences to pitch activities and questions at the right level for their understanding to ensure their full engagement in learning
- strengthen teaching techniques to give children the time they need to respond to questions asked to further develop their communication skills
- provide all parents with opportunities to extend children's learning at home to aid children's progress and continuity in learning.

Setting details

Unique reference number	2565116
Local authority	Staffordshire
Inspection number	10232990
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 9
Total number of places	12
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Tamworth, Staffordshire. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. The childminder works with a co-childminder, and together they employ an assistant. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

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 their evaluation of the provider.
- The childminder and the inspector completed a learning walk.
- The childminder and inspector carried out a joint observation of the co-childminder.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the childminder, assistant and children at appropriate times during the inspection. The views of parents were considered by the inspector through verbal discussions and telephone conversations.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working 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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