

Childminder report

Inspection date: 23 May 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 form close emotional bonds with the nurturing childminder, which helps them to feel safe and secure. They receive reassurance and cuddles if they become upset, for example when they are tired. Children make independent choices from the wide range of resources indoors and outdoors. They are engaged in their play and demonstrate good levels of concentration. Children learn through an effective balance of adult-led activities and child-initiated play. As a result, children make good progress from their starting points.

Children have daily opportunities to play and exercise in the fresh air. There are ride-on toys in the childminder's garden which the children can use to develop their balance. Children enthusiastically explore the sand tray. They enjoy the sensory experience, exploring the texture with their hands and fingers. Children have opportunities to learn about the natural world. They learn to grow plants, such as sunflowers, and learn about the life cycle of a butterfly.

Children take part in daily outings in the local community, which helps to support them to learn about the world around them. For example, they visit the library and choose their own books and they have fun playing at the park. The childminder jointly runs a local toddler group and takes children to socialise and play with other children.

Children display positive behaviour. They share, take turns and use their manners with gentle reminders from the childminder. Children learn about some cultural events and festivals, which helps them to develop an awareness of the diverse world in which they live.

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

- The childminder clearly enjoys her role and wants the very best for children. She is experienced and knowledgeable about how children learn. She regularly reflects on her practice and the experiences she provides for children.
- The childminder is enthusiastic in her attitude towards her professional development. She attends regular training online, which she uses effectively to support her to make changes to her practice. Additionally, the childminder regularly networks with other childminders, sharing knowledge, ideas and experiences.
- The childminder is aware of the possible effects that the COVID-19 pandemic has had on children's learning and development. Where she identifies any gaps in children's learning, she is quick to implement effective teaching strategies to support their progress.
- Parent partnerships are strong. The childminder meets with new parents and

gathers key information about children's interests and what children know and can do. She keeps parents informed about the progress their children make and offers ideas on how parents can continue children's learning at home.

- The childminder understands the importance of developing children's communication and language skills. She engages children in daily story time, singing and meaningful conversations. She sensitively corrects any mispronunciation of words to help promote children's speaking skills.
- Children have opportunities to develop their imaginative play. They have fun pretending to make cups of tea and cake in the role play area. The childminder adds resources to keep children interested in their play, such as real teabags and dough. Children manipulate the dough, developing the strength in their fingers in readiness for early writing.
- Children thoroughly enjoy exploring and investigating water play. They squeal with delight as they splash the water with their hands. Children manipulate nets to catch pretend fish and are inquisitive to watch how a battery-powered tap works when submerged in the water. However, there are times when the childminder does not give children time to think critically and problem-solve before intervening. For example, when the tap stops working, she is quick to solve the problem and provide children with answers.
- Children confidently explore the childminder's garden. They demonstrate good coordination as they enjoy emptying and filling different-sized containers with water. Children become interested in hula hoops and enjoy rolling them across the grass to the childminder. She interacts well and enthusiastically joins in with their play. Although the childminder introduces counting and colours during children's play, she does not make the most of opportunities to teach more mathematical concepts, such as shape, space and measurement.
- The childminder provides children with a variety of healthy snacks and home-cooked meals. Children learn to follow good hygiene routines and learn about the impact that a high-sugar diet has on their teeth.
- The childminder promotes children's independence. For example, children change out of their slippers into wellies to go outside. They receive encouragement and praise, which helps to boost their self-esteem and confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the possible signs and symptoms of abuse, including radicalisation, and how to keep children safe. She is aware of who to contact if she has concerns about a child's welfare. The childminder completes daily checks of her home to ensure there are no potential hazards or risks for children. She ensures that all mandatory training is completed, including updating her first-aid qualification. The childminder supervises children appropriately, always ensuring their safety.

What does the setting need to do to improve?

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

- provide more time for children to think critically and find solutions to problems for themselves
- recognise and act upon spontaneous moments that arise during play to extend and increase children's understanding of mathematical concepts, with particular regard to shape, space and measure.

Setting details

Unique reference number	2567579
Local authority	Staffordshire
Inspection number	10232197
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 3
Total number of places	4
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Wolstanton, Staffordshire. She operates all year round, from 7.30 am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 6.

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 childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector observed the interactions between the childminder and children, and assessed the impact that these were having on children's learning.
- 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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