

Childminder report

Inspection date:

8 September 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 settle well in this calm and welcoming environment. They listen to relaxing music which introduces different beats and melodies. This provides children with the opportunity to enhance language skills as they quietly sing while they play. The childminder creates an atmosphere which promotes children's emotional security. For example, children alert the childminder when babies cry. She is quick to respond to children's worries, and she gives them clear explanations to understand their peers' feelings. Children feel safe and reassured.

Children are kind. They demonstrate a desire to play an active role in their peers' experiences. For example, children ask the childminder if they can push the babies in the swings. They receive guidance and support to ensure they know how to safely play with younger children. This ensures their safety. Babies babble happily as they swing gently back and forth.

Children are extremely independent within a familiar routine. For example, they know to collect their nappies and wipes in preparation for toileting. Children lead their own learning and make independent choices for where they want to play and how. For example, they take their shoes off and explore the sandpit with their bare feet. The childminder uses assessment and planning to ensure activities ignite children's interest. For example, she introduces glow sticks to light up the tubes children are investigating. This enhances children's engagement and sparks further curiosity.

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

- The childminder demonstrates a clear intent for what all children need to learn, including children who speak English as an additional language. She provides children with a sequenced curriculum to build on what they already know and can do. For example, the childminder plans activities to enhance children's physical skills and encourages them to balance. These skills are crucial to ensure babies learn to crawl and later walk.
- The childminder prioritises training to improve her knowledge, teaching and children's learning. For example, she attended training with the aim to enhance children's interest in mathematics and improve her understanding of how mathematics can be introduced into the daily routine. This ensures children constantly revisit concepts such as numbers and shapes. As a result, mathematics is now weaved through the curriculum. For example, during tidy-up time, children count how many objects are under the table.
- The childminder has secure knowledge of child development and understands what good practice looks like. This helps her in identifying areas for improvement. For example, she identifies that she does not always give children

time to answer questions and, at times, discussions do not consistently support children's thinking. This means children do not consistently practise new language. The childminder is confident to discuss the importance of words being said to children correctly, enabling them to develop their own vocabulary well. However, at times, the childminder uses words such as 'doggy' instead of 'dog'. This further hinders children's language skills.

- Despite the childminder's assistant not having regular hours at the setting, the childminder is passionate in ensuring the assistant receives daily updates about the individual children in her care. This ensures the assistant fully understands all children's learning and developmental needs. The childminder and assistant work collaboratively together to monitor and evaluate the curriculum provided. They meet regularly to brainstorm activities which benefit individual children's next steps for learning.
- Children's outcomes are enhanced because the childminder works in close partnership with parents. For example, parents receive regular information about children's learning and progress, and they contribute to planning children's next steps. For example, together they review boundaries and evaluate possible triggers for children's behaviour. This ensures children receive the guidance and support they need to help them thrive. Parents identify how well the childminder works in partnership with them, and they say that 'communication is brilliant'.
- Children settle well. The childminder gives them time and space to explore their new environment. She is mindful to observe what new children can do before she steps in to support them. For example, she observes to what level children can manage their own self-care skills. She then models handwashing effectively. The childminder is constantly monitoring the provision to ensure new children's needs are met. For example, she assesses the physical environment to ensure younger children receive the same opportunities as their older peers.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates secure knowledge about child protection and safeguarding issues, such as radicalisation, extremism and online safety, including the growing risks of using technology and social media. She understands the correct procedures to follow should she develop concerns about a child's welfare. The childminder is confident to whistle-blow should she have concerns about her assistant or any persons who live in her home. She regularly reviews the assistant's safeguarding knowledge to ensure she maintains the skills and understanding she needs to identify key indicators for concern. The childminder conducts daily risk assessments and responds coherently to protect children. For example, children learn about the dangers of swings and how to look after themselves while outdoors.

What does the setting need to do to improve?

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

- improve teaching techniques to fully support children's developing communication and language skills.

Setting details

Unique reference number	2571133
Local authority	Staffordshire
Inspection number	10239279
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 3
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020. She lives in Tamworth and operates from 7.30am to 5.30pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. The childminder is eligible for funding for two-, 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 inspector viewed the provision with the childminder and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The views of parents were considered by the inspector through emails.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including evidence of the suitability of those working with children and safeguarding policies.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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