

Childminder report

Inspection date: 13 January 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 and parents are greeted on arrival at the gate by the friendly childminder. Children happily come into the summerhouse and settle in to play with their friends. They talk with the childminder about the toys they have. Children readily share toys, giving them to others to play with. Children enjoy taking part in routine tasks as the 'helper'. They proudly carry a plate of toast for snack and help to give each child their own plate.

Children's behaviour is good. They wait patiently for their snack and respond well to the childminder's reminders to use their manners. Children are kind and helpful towards their peers. For example, they help others who are dressing in outdoor clothes and find their boots to give to them.

Children spend extended periods of their time outdoors. They gain an understanding of nature as the childminder talks with them about the items of interest they find. For example, children are keen to show the childminder the branch they have found. They talk with her about how long and thin it is. Children also visit local parks to play on the equipment. This helps to develop their climbing and balancing skills. Children gain the skills they need to move on to their next stages in learning.

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

- The childminder works with her co-childminder. They have designed a curriculum that is well thought through to support children to progress through their stages in learning. The childminder is clear about her intent for children's learning. She uses her good knowledge of each child to plan activities and experiences that interest them and build further on their knowledge and skills.
- The childminder models language for communication well. She listens carefully and values what children say. The childminder repeats back what is said, using correct speech. She encourages children to take part in two-way conversation with her, using her careful questioning skills. This helps all children to develop their speaking skills, including those who receive additional support for their speech.
- Children have lots of fun as they explore the very fine sand. They use tools such as spatulas to move the sand around the tray, and notice the marks they make. The childminder builds on children's play as she helps them to look at printing shapes of animal footprints. Children think about the prints and try to guess the animal the prints belong to. They offer their suggestions and receive lots of praise for their efforts. Children watch carefully as the childminder demonstrates how to use the tool to make footprints in the sand. They are excited to see the prints and learn that these are the prints of a fox.

- Children develop their independence. They are keen to do things for themselves. Children receive the right amount of support from the childminder to help them to dress in their outdoor clothing. They wash their own hands before eating. Children enjoy adding the spread to their toast themselves and are proud of their achievements.
- Children build close relationships with the childminder. They include her in their games and seek comfort from her when needed. Children receive warm interactions from the childminder, which helps them to feel safe and secure.
- The childminder and her co-childminder work well together. They consult with parents and include their views when they evaluate their service. The childminders consider ways to enhance the provision for children. For example, they plan to provide opportunities for children to spend time with a musician to help broaden their experiences with music.
- The childminder invites parents to take part in 'stay and play' sessions with their children. Parents readily attend these. The childminder has developed strong relationships with parents and speaks with them daily. However, she has not focused precisely on sharing the progress that children achieve, so that parents are better informed about their children's development.
- Parents speak highly of the childminder. They say they are happy with the care their children receive and that their children are happy attending. Parents say that this helps them to feel comfortable to use the childminder's service.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows her responsibilities to ensure that children are safeguarded effectively. She understands her duties to ensure her training and the assistant's training are kept up to date. The childminder is knowledgeable about the procedures she must follow in the event of concerns about children's welfare and where an allegation is made against an adult working in the setting. She keeps the required and relevant documentation maintained. This helps to ensure the safe and efficient running of the setting. The childminder makes routine checks on the environment to ensure that play areas are safe for children.

What does the setting need to do to improve?

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

- focus more precisely on sharing the progress that children achieve so that parents are better informed about their children's development.

Setting details

Unique reference number	2571271
Local authority	Staffordshire
Inspection number	10218703
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	0 to 2
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and works with a co-childminder and an assistant in Tamworth. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Suzanne Taylor

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 took that into account in the evaluation of the setting.
- The inspector and the childminder held a learning walk discussion. The inspector viewed areas of the provision and discussed with the childminder how the curriculum was organised.
- The inspector made observations throughout the inspection and conducted a joint evaluation of an activity with the childminder to assess the quality of education.
- The inspector spoke to children and adults working at the setting at appropriate times during the inspection.
- The inspector held a meeting with the childminder. She reviewed relevant documentation, including qualifications and evidence of the suitability of adults living and working in the home.
- The inspector took account of the views of parents from the written information provided.

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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