

Childminder report

Inspection date: 4 October 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 bonds with the childminder and her assistant. They show that they feel happy and safe in their care. Children make confident choices about what they want to do and independently access the well-planned learning environment. The childminder has designed this effectively to reflect the seven areas of learning.

Children are well motivated to play and explore. They make good progress and gain a wide range of useful skills in preparation for their future learning and school. Children concentrate for extended periods on activities of their choice and keep trying. For example, they thoroughly enjoy building towers with blocks. When the tower falls over, they start again.

Children behave well and understand what is expected of them. Young children develop good social skills and happily play alongside their friends. They take it in turns to place a block on the tower. Children access a 'calming box' when they need support to manage feelings of frustration. They quickly follow simple instructions and understand what to do during the various routines of the day. This includes knowing that they wash their hands after outdoor play and before eating their snack. At mealtimes, the childminder further supports children's knowledge of making healthy choices.

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

- The childminder reviews her practice effectively and strives for continuous improvement. She completes regular training and research as part of her professional development. Recent training has helped her to review and enhance her processes for completing the progress check for children aged between two and three years. The childminder provides her assistant with good support, coaching and training to build further on their good teaching skills.
- The childminder and her assistant have a secure knowledge of child development. They support children's learning well. For example, they use developmentally appropriate language that helps children to extend their communication skills and understanding of words. Children learn to label objects and actions, then begin to form simple sentences. However, the childminder has not developed a fully progressive curriculum in all seven areas of learning to support children to further build on their existing knowledge and skills.
- The childminder monitors closely the progress that children make. She has a detailed understanding of each child's interests, progress and home lives. The childminder plans a wide range of new and varied learning experiences that enrich children's lives and successfully support their learning.
- The childminder and her assistant provide children with quality interactions and

successfully enhance their play. For example, children respond to explanations about how to use a syringe to squirt water. They try this for themselves and are pleased with the successful results.

- Children have good opportunities to gain confidence in their physical skills and to build their strength. They experience forward and backward motions on a rocker and know how to shift their bodies to vary the speed. They concentrate as they use their hands to shape play dough and learn how to use a range of tools, such as cutters and rollers.
- The childminder develops good partnership working with parents. For example, she works closely with parents of children who speak English as an additional language to carefully monitor the progress that children make in the different languages they use. Parents state that their child's speaking skills have improved since they started attending. The childminder keeps parents well informed about their child's progress.
- The childminder provides a good range of learning experiences that help children to develop their understanding of the world. Children are curious and ask questions. The childminder skilfully helps them to develop their awareness of cultural diversity. Children learn about uses of technology. For example, as part of their learning related to Diwali celebrations, children explore how torches work to create light effects on different surfaces.
- Children develop their independence, and the childminder provides many opportunities for them to gain confidence in their own abilities. This includes learning to chop fruit safely, dressing in their outdoor clothes and managing their personal care routines.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant understand about signs and symptoms of abuse and about the local safeguarding partnership's reporting procedures. They attend regular training to ensure that they keep their knowledge of safeguarding procedures updated. The childminder carries out thorough risk assessments of her home, garden and places they visit to identify and minimise hazards to children. The childminder teaches children to be alert to risks and about keeping themselves safe, such as when crossing roads. She understands about data protection and has effective systems in place to maintain confidentiality.

What does the setting need to do to improve?

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

- refine the education programmes to sequence precisely the knowledge and skills that children need, to inform planning and support children's learning even further.

Setting details

Unique reference number	2578224
Local authority	Stoke-on-Trent
Inspection number	10249094
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	5
Number of children on roll	11
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Stoke-on-Trent. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. The childminder holds a qualification at level 6 in early years childhood studies.

Information about this inspection

Inspector

Anne Dyoss

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 discussed how the childminder organises her early years provision, including the aims and rationale for the curriculum.
- The assistant spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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