

Childminder report

Inspection date: 12 October 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

Children demonstrate that they feel loved and are very happy, safe and secure in this welcoming and nurturing setting. They form close relationships with the childminder, who is experienced and responsive to their needs. They can independently access a wide range of toys and resources suited to their age and stage of development. Children experience a good balance of planned activities and child-initiated play to extend their learning.

Children enjoy playing with construction materials. They develop their small-muscle skills as they make towers and build with three-dimensional wooden blocks. Young children persevere as they skilfully use small tools to collect and transport lentils into containers. Children delight as they look through the coloured acrylic blocks and learn about colour and colour mixing. From a young age they learn how to hold pens and pencils correctly when they make marks, which supports early writing skills. Children demonstrate that they are inquisitive learners as they explore the world around them. They learn about differences and diversity through resources, carefully planned activities and conversations about their families.

Children quickly learn about the rules and routines of the setting and their behaviour is good. They are kind to each other, take turns and share the resources. They enjoy the responsibility of carrying out small tasks that help the childminder, such as helping to tidy away toys before another activity begins. The childminder has high expectations and works hard to achieve the best outcomes for the children she cares for. All children, including those who speak English as an additional language, make good progress in their development.

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

- The childminder offers a balanced curriculum that is well sequenced and has a firm emphasis on the prime areas of learning. It follows children's interests and builds on what they already know and can do. The childminder completes detailed written progress checks and assessments with parents. Consequently, parents are aware of the progress their children are making and how they can continue their children's learning at home.
- The childminder provides an interesting learning environment where children can confidently explore and choose their own play resources. Children learn how to use maths while they play. For example, the childminder counts as children sort items. The childminder uses opportunities during everyday routines to make the most of children's understanding of language that explains size, quantity and shape.
- Children learn to concentrate and listen attentively to stories read to them. The childminder uses animated voices and facial expressions to capture and retain

their interest. They discuss what they think may happen next in the story. Children show a great love of books. For example, they collect their favourite book and engage visitors to read with them. The childminder praises children for their achievements, which promotes their confidence and self-esteem.

- Children spend large amounts of time outdoors, enjoying the countryside of the local community. For instance, they learn about the weather and changing seasons when they collect leaves, acorns and twigs in autumn. They also visit places of interest, such as local libraries, play areas and woodlands. However, they do not consistently have the opportunity to explore and investigate everyday objects and natural resources, particularly indoors.
- The childminder attends training to strengthen her practice further. For instance, recent training has helped her to understand how she can provide children with more opportunities to learn about wildlife, natural phenomena and the natural world around us. The childminder agrees that she could be more proactive in the ways she obtains formal feedback from parents about how she could improve her practice even further.
- Parents are very happy with the care and learning that their children receive. They comment positively about the friendliness and approachability of the childminder. A two-way flow of daily communication between the childminder and parents means children benefit from a consistent approach to their learning. Parents feel that their children make good progress in their development. They are very appreciative of the childminder and her support.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has updated her safeguarding knowledge. She is aware of safeguarding issues and ensures that all her policies are updated to reflect these. The childminder knows how to identify the signs of abuse and neglect, including the effects of exposure to extreme views or domestic violence. She knows the relevant agencies she may need to seek advice from or make a referral to. The childminder maintains a safe play environment for children. For example, she supervises children closely and offers them sensitive reminders and age-appropriate explanations to help them to learn about hazards and risks.

What does the setting need to do to improve?

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

- improve evaluations even further and explore ways to gather feedback from parents
- increase opportunities for children to explore and investigate natural resources and everyday objects in the indoor environment.

Setting details

Unique reference number	2596300
Local authority	Staffordshire
Inspection number	10251402
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Stafford. She provides childcare from Monday to Friday, 7.30am to 5.30pm, all year round. The childminder holds a relevant childcare qualification at level 3.

Information about this inspection

Inspector

Beverley Devlin

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 took the inspector on a learning walk, during which they discussed the curriculum.
- The inspector observed the quality of education and discussed the childminder's practice.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living on the premises.
- The inspector considered the written views of parents.

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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