

Childminder report

Inspection date: 11 December 2023

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 are cared for by the childminder who is passionate about the role she plays in shaping young children's learning experiences. She is kind and nurturing. Children build strong bonds with the childminder, and they feel safe and secure. When children are not sure they seek out reassurance from the childminder which is swiftly given. Cuddles are offered in abundance and young children snuggle into the childminder's neck as they receive them.

The childminder teaches children how to share and be kind. Children enjoy themselves as they take turns to find hidden toy farm animals in a bag. The childminder sings Old Macdonald as children take the animals and investigate it or place it into the toy farm. Children behave well. They are starting to understand concepts, such as other children's feelings and what they may like. Children offer toys to young babies as a gesture of kindness. The childminder praises children for being considerate and kind which helps to build their self-esteem. The childminder supports young children's developing physical skills well. She recognises they need opportunities beyond her setting to practise climbing and balancing. Therefore trips to soft play are provided.

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

- The childminder's plans and implements an ambitious curriculum which covers all areas of learning. This is securely embedded into her practice. For example, early mathematical concepts are naturally included into the childminder's teaching style. She counts the farm animals and talks about the colours of the food, such a yellow banana. This teaching builds on what children know and can do and challenges the children for their stage of development.
- The childminder gets to know the children and their families very well. She gathers detailed information from parents and completes her own observations of children to plan activities in line with children's interests. Children are making good progress with their learning and acquire the skills for their next stage.
- A strong focus is placed on communication and language. The childminder reads stories to children and sings lots of songs. She repeats singular words and encourages young children to say these. The childminder is learning a sign language and uses actions when talking with the youngest children. Consequently, children who do not yet have language, are able to sign 'no more' after lunch, to indicate they have finished.
- The childminder takes children on lots of outings to experience the awe and wonder of the world around them. Visits to different places and groups help children to mix with other people from communities outside of their own. This helps children to be sociable and builds their confidence in different situations. The childminder promotes equality and diversity. She follows different

celebrations throughout the year to teach children British values.

- Partnerships with parents is strong. The childminder uses different methods of communication to share information with parents and carers about their child's learning. Parents write that the childminder adapts her own style and routine to support their children's moods and feelings which is outstanding. They also praise the childminder for their children's recent development which they say, has been fantastic.
- The childminder uses self-evaluation to review her continuous professional development. She is part of a network of childminders who share ideas about activities and best practice. This helps the childminder to look for improvements in her own knowledge. The childminder has identified that she wants to learn more about children who may have special educational needs and/or disabilities (SEND), so she can positively support the outcomes for them.
- The childminder provides lots of opportunities for children to be independent and practise skills required for future learning. Children enjoy choosing the stories and activities they want to play with. The childminder supports younger children to put their own shoes and coats on. They start to learn how to feed themselves and how to wash their hands and do this after they have had their nappy changed.

Safeguarding

The arrangements for safeguarding are effective.

Children are safe while in the care of the childminder. She is astutely aware of local issues which may impact on children and their well-being. The childminder is diligent in ensuring her knowledge is up to date. She attends regular training in child protection and paediatric first aid. The childminder is aware of signs and symptoms which may indicate a child is at risk of or suffering from harm or abuse. She knows the procedures to follow to report her concerns and keep detailed accurate records.

What does the setting need to do to improve?

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

- continue to strengthen your continuous professional development to further build on positive outcomes for all children, including those who may have SEND.

Setting details

Unique reference number	2625109
Local authority	Staffordshire
Inspection number	10280933
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Burton-on-Trent. She operates on a Monday, Tuesday and Friday, from 7.30am until 5.30pm, all year round, except for family holidays. The childminder also offers overnight care. Funding for early education is available for two- and three-year old children.

Information about this inspection

Inspector

Johanna Holt

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their EYFS curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents provided written feedback on their views about the childminder, which the inspector reviewed.

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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