

Childminder report

Inspection date:

12 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 receive a home-from-home learning experience. For example, the childminder makes mealtimes sociable and exciting events. Children enjoy self-serving their own 'scrambled' lunch as they enthusiastically talk about a story book character whose favourite food is 'scrambled snake'. Routine activities enhance children's prior knowledge of stories. Babies practise their small-muscle skills as they 'tip' and 'pour' the ingredients needed to make a 'Gruffalo crumble'.

Children have a wealth of opportunities to learn about the natural world. For example, they walk daily to the local field, with the childminder, where they collect leaves and sticks, and observe the seasons. Children are introduced to new words such as 'fuchsia' flowers. They show an active desire to learn. For example, children ask questions to understand why the leaves are on the floor. Babies share their learning experiences with the inspector. They initiate a game of 'pass the leaf back and forth'. Children feel safe and secure. They demonstrate good attitudes for learning.

Overall, children are supported to be independent. The childminder and her assistant help children to develop key skills, such as handwashing, putting on their own shoes and using cutlery at lunchtime. Children make lovely friendships. They are kind and considerate to their peers and demonstrate a constant desire to help one another. For example, when younger children need support to balance, older children voluntarily hold their hands and assist them to stand.

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

- The childminder operates from her co-childminder's home. They plan experiences to enhance children's knowledge and skills. For example, children attend unique outings where they learn to swim, explore Greek culture, and are the audience at a local stage show. However, the childminder does not consistently identify children's existing interests. This means that, at times, their interests are missed, and consequently not fully used to promote further focus in their learning.
- The childminder demonstrates high expectations of children's behaviour. She implements behaviour strategies which help children to learn right from wrong. For example, when they see litter on the floor, they reflect on 'good choices' and 'bad choices'. This helps the childminder to understand children's views and what is important to them.
- Children learn about road safety. For example, they are encouraged to listen for cars, and they look 'left' and 'right' when crossing the road. Children are confident to follow instructions and their behaviour is good. They learn the importance of holding their peers' hand to promote safety during outings.

- The childminder, who is also the special educational needs coordinator, works in close partnership with parents to support children's learning. She identifies what children need to learn and together they discuss next steps. However, the childminder does not provide parents with specific support to enhance their children's learning at home to ensure children make rapid progress.
- There is a shared vision for continuous improvement. The childminder monitors practice and evaluates the quality of education provided to children. For example, she conducts peer observations and supervisions with her co-childminder and assistant to ensure individual training needs are identified. As a result of effective continuous professional development, the childminder has identified training which would further benefit the needs of younger children. At times, learning is not fully pitched at the correct level of understanding for babies. This hinders their levels of engagement in activities.
- The childminder speaks to children constantly. For example, she gives them clear explanations about what they might see when on a walk. Children say they have not yet seen a bus, and together they sing the song, 'The wheels on the bus'. This enhances children's communication and language skills. The childminder records children's first words and promotes strategies such as 'word of the week'. This ensures children can regularly revisit newly taught vocabulary.
- Mathematics weaves through the curriculum. For example, children have time to count the quantity of natural items they find outdoors. They enjoy spontaneously counting how many dogs they have seen while on their walk. The childminder is constantly encouraging mathematical language. For example, she introduces concepts such as 'big' and 'small'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are knowledgeable about child protection and safeguarding issues, including radicalisation, extremist views and female genital mutilation. They have a secure understanding of different types of abuse and key indicators for concern. The childminder has high regard to local policies and the actions to take should children require early help. She understands the procedures to follow should she develop concerns about her assistant or co-childminder, and supports her assistant to have the same high regard. Children are well supervised, both indoors and outdoors. The childminder conducts risk assessments prior to any outings. Children learn about risks, such as being stung by a stinging nettle.

What does the setting need to do to improve?

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

- build on children's existing interests and ideas to promote further focus in their learning

- provide parents with ideas and suggestions to help them to further support children's ongoing learning and development at home
- strengthen planning and implementation of activities so that learning is pitched at the correct level of understanding for babies, to ensure full engagement.

Setting details

Unique reference number	2640993
Local authority	Staffordshire
Inspection number	10232991
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	12
Number of children on roll	14
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and works from her co-childminder's home in Tamworth. She operates from 8am to 5pm Monday to Friday all year round, except for family holidays. The childminder holds a qualification at level 3. She employs an assistant. 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 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 inspector viewed the premises to ensure they are safe and suitable.
- The childminder and the inspector discussed how the early years provision is organised, including the aims and rationale for the curriculum.
- Children communicated with the inspector during the inspection.
- The inspector spoke to the assistant at appropriate times during the inspection.
- The inspector carried out a joint observation on the assistant's practice with the childminder.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.

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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