

Childminder report

Inspection date: 8 November 2023

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 are nurtured and cared for well by the attentive childminder. They are confident and feel safe and secure. The childminder works on their emotional resilience by ensuring they have lots of opportunities to interact and socialise with other children. They attend play groups and soft play sessions to expand their socialisation skills and practise their gross-motor skills, climbing and sliding. Children say they like sliding down the big slides into the ball pool. Younger children receive an abundance of cuddles and reassurance, which helps them build secure and strong attachments with the childminder.

The childminder operates from a purpose-built playroom, and children have access to the outdoors in all weathers. Indoors activities are provided which ignite children's curiosity for learning. A large tray of sand, which sticks together, leads children to role play being pirates. Children use scoops and small spades to dig for hidden treasure, following a map the childminder has made for them. They share their delight as they shout 'hurrah' when they find hidden gems. The childminder claps and celebrates with them. This helps to boost their self-esteem. Younger children enjoy rubbing the sand between their hands and fingers, feeling the texture.

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

- The childminder is passionate about the role she plays in the children's learning. She undertakes continuous professional development. Recently she has become part of a mentor scheme and links with other childminders. This helps her learn about and share best practice and enables her to reflect and evaluate her own practice. This ensures the quality of teaching is consistently good.
- Children learn about the importance of healthy lifestyles. The childminder sings with them as they wash their hands after using the potty. Oral hygiene is also promoted, and children are taught about the importance of cleaning their teeth. The childminder provides freshly prepared healthy snacks, such as fruit, and vegetable crudities. Children also benefit from home-cooked meals.
- Overall, children behave well. The childminder is teaching them right from wrong. She explains that we cannot throw toys because it might hurt our friends. That said, instances of unwanted behaviour do sometimes continue as children have not yet learnt to manage their feelings and self-regulate their behaviour.
- The childminder gathers lots of information from parents about the children. She uses this, and her own observations and knowledge of children's development, to devise a curriculum that builds on skills and helps children become successful learners and ready for school. Children make good progress with the childminder.

- A strong focus is placed on communication and language. Children are exposed to a rich vocabulary. The childminder constantly talks to the children and encourages them to voice their own opinions and thoughts. New words are introduced, such as 'snorkel', and children are encouraged to practise saying these words.
- Children enjoy activities which are led by the childminder. For example, the childminder reads stories and uses props to bring the story alive. Children enjoy practising their fine-motors skills as they use spatulas and glue to decorate pictures of pyjama's, like the ones from the story. That said, the younger children do not gain as much from these activities as the childminder has not fully considered how to adapt them to meet their needs.
- Younger children are supported to explore their environment. However, the childminder does not consistently provide enough opportunities for younger children to practise their developing physical skills. On occasions, when they are standing, the childminder moves the younger children to a sitting position. This does not effectively support their curiosity and promote their physical development as well as it could.
- Partnership with parents is good. The childminder provides daily feedback on the activities their children have been doing. Termly written reports are shared with parents, which updates them on the progress their children are making and the next steps for their learning. Parents comment that the childminder is welcoming and nurturing, and that their children enjoy attending.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant in her duties to ensure that children are safe while in her care. She keeps accurate records of existing injuries, or any accidents that may happen while children are with her. The childminder has attended safeguarding and child protection courses, including one with her local authority. She knows the procedures to follow if she has any concerns about children in her care. The childminder is also aware of the action she would take in the event of any allegations being made against her or a household member. The childminder holds an appropriate paediatric first-aid qualification.

What does the setting need to do to improve?

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

- continue to support children to manage their feelings to help them learn to self-regulate their behaviour
- review teaching practice to consider how to adapt activities to further support the needs of the younger children
- consider the environment to look at more ways to support younger children's

emerging physical skills.

Setting details

Unique reference number	2644043
Local authority	Stoke-on-Trent
Inspection number	10308647
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder was registered in 2021 and lives in Stoke-on-Trent. She works from Monday to Friday, from 8am until 6pm, all year round, except for family holidays. The childminder is eligible for early education funding and currently provides funded early education for two--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.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector reviewed written feedback from parents and took account of their views.

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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