

Childminder report

Inspection date: 17 October 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder is a positive role model. She is very caring and nurturing towards every child. This helps children to build strong and lasting bonds with her. The childminder softly reminds children of the rules where needed. This helps them to understand what is expected of them. Children are polite and courteous. They behave extremely well. The childminder is on hand to assist the children as needed. For example, she provides hints and tips to the children as she teaches them how to put on their own coat. This works well. Children show lots of perseverance as they learn how to use the zip on their coat.

Children comment that they enjoy playing in the home corner with the different dolls. They also have fun as they chase each other around the garden. The childminder's curriculum is rich. Children are provided with a wealth of different learning experiences, both indoors and outdoors. They eagerly search the garden for different bugs and insects. They excitedly share their knowledge about 'spiders' and 'caterpillars' as they explain what they eat and where they live. Children enjoy water play. The childminder introduces lots of mathematical language as the children weigh the jars. The childminder thinks very carefully about each child's next steps. This helps to ensure that all children flourish in their development.

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

- The childminder uses supervisions to help raise the overall performance of assistants. She has undertaken a range of training since her last inspection. This has helped to develop her knowledge and to raise the overall quality of teaching and learning children receive to a good level. The childminder is passionate. She is keen for children to leave her setting ready for the next stage of their learning.
- The childminder plays well alongside the children. She asks them questions as they play. However, during whole-group activities, less confident or quieter children do not always get the same opportunities to fully contribute or share their ideas. This is because more confident children eagerly shout out the answer to questions. This does not fully promote their learning and development.
- The childminder has developed an ambitious curriculum, which covers all areas of learning. The curriculum is sequenced well to build on what children know and can do over time. The childminder uses what she knows about the children to help plan stimulating adult-led learning experiences for the children, which they thoroughly enjoy. However, the childminder does not yet ensure there is enough balance of adult-initiated and child-led activities. Consequently, some children do not have enough opportunities to lead and direct their own play.
- The childminder places focus on developing children's communication and

language. She speaks very clearly. The childminder reads stories with lots of enthusiasm and excitement. She uses a range of picture cards that allow the children to follow the story as she reads. Children listen intently to the story.

- The childminder finds out children's starting points from parents. She then observes and assesses children's development. This includes completing the progress check for two-year-olds. This helps the childminder to identify any gaps in children's learning and to plan next steps for the children to achieve. Consequently, children make good progress in their learning.
- The childminder's knowledge of how to support children with special educational needs and/or disabilities is sound. She understands her role in working in partnership with parents and other professionals to ensure children receive the timely support they require.
- Parents speak very positively about the childminder. They share that their children are happy and settled. Parents also state that they can see the progress their child has made in their confidence. The childminder keeps parents informed about their child's progress and ways they can support their child at home.
- The childminder is keen for children to learn about themselves and others. She uses a range of celebrations, festivals and activities to talk to the children about their differences and what makes them unique. Consequently, children show high levels of care and respect towards one another.
- Children help themselves to fresh drinking water throughout the day. They are provided with a range of balanced meals. The childminder has discussions with the children about what their bodies need. Children enjoy getting physical outside. This helps children to start to understand how they can stay healthy and clean.

Safeguarding

The arrangements for safeguarding are effective.

The setting is safe and secure. It is clean throughout. The childminder deploys herself well to supervise children throughout the day. The childminder's knowledge of safeguarding is good. She is able to describe a wide range of signs and symptoms that may indicate a child is at risk of abuse. The childminder fully understands the action she must take to keep children safe from harm. The childminder has effective systems in place to check the ongoing suitability of any adults who come into contact with the children.

What does the setting need to do to improve?

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

- review and improve the balance of adult-initiated and child-led activities so that children have opportunities to independently direct and lead their own play
- support less confident and quieter children, particularly during group activities,

to have more opportunities to share their ideas and to further promote their learning and development.

Setting details

Unique reference number	2675525
Local authority	Staffordshire
Inspection number	10282097
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	2 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 February 2023

Information about this early years setting

The childminder registered in 2022 and lives in Tamworth. She operates all year round, from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 6. The childminder sometimes works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Louise Chinyuku

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- 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 curriculum.
- The inspector gathered the views of children and viewed feedback from parents and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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