

Childminder report

Inspection date: 23 February 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 warmly welcomed by the childminder, who is nurturing and attentive to their needs. Children demonstrate that they feel safe and secure as they separate easily from parents or carers and are pleased to see the childminder. Inside, children have access to a wide range of resources designed to ignite their thirst for learning and to promote their development. Children enjoy choosing books and turning pages to look at the pictures. They press buttons on books which make a sound and wiggle their body. Children are learning to be critical thinkers as they persevere with wooden jigsaws.

Children are encouraged to practice their emerging physical skills. Young children who are learning how to walk are encouraged to stand by themselves and learn how to balance as the childminder keeps a watchful eye on them from nearby. When they succeed, the childminder claps her hands and they giggle in excitement and smile. Children are gaining an understanding of themselves and others. They look at each other and investigate and stroke each other's hair. The childminder talks to them about being kind and not pulling hair, as it will hurt. Children behave well. They listen and follow instructions from the childminder.

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

- The childminder works closely alongside her assistant. Effective procedures are in place to allow the childminder to monitor the quality of teaching from the assistant. They regularly discuss the children and share ideas and thoughts on activities to further promote children's learning.
- Children are provided with lots of opportunities for fresh air outdoors. The childminder plans and takes trips every day. Young babies are placed into pushchairs and regularly go to the park to see the ducks. They meet up with children cared for by other childminders. This helps them learn to socialise and make new friends.
- The childminder provides children with opportunities and experiences they may not yet have encountered. Recently, children went to a farm and fed animals, such as horses and sheep. The childminder supports children to explore a range of textures, such as sand and water. Young babies explore a large tray of water and bubbles. They touch and feel the bubbles as they watch the childminder scoop and pour the water. This leads to babies climbing into the tray of water and having fun splashing in it.
- The childminder uses her knowledge of child development to plan a curriculum that enables children to meet their full potential. However, this is still in its infancy and is not yet fully embedded into practice. The childminder is considering how more established routines will support children as they grow older and progress to being ready for school.

- Early communication and language skills are a strong focus for the childminder. The childminder and her assistant support younger children to develop their language by modelling words. They talk and sing to the children throughout the day, exposing them to a rich vocabulary. That said, on occasion, the childminder does not always model the correct pronunciation of words.
- The childminder keeps up to date with training and seeks opportunities to further enhance her knowledge. She has established links with a network of childminders and shares best practice and information. Reflective and evaluative practice ensures that the childminder's quality of teaching is consistently good.
- Parents comment that they are very happy. They say how much progress their child has made since attending. They are grateful for the support and advice the childminder gives them. The childminder holds parents' meetings to discuss their children's progress, and shares written reports. She also shares regular updates and photographs with the parents using a secure online application.
- Children's individual needs are well met and catered for. They can sleep as and when they need to. At nappy-changing times, children are told what is happening and the assistant sings to them. Children enjoy healthy snacks and freshly prepared meals cooked by the childminder.
- Parents are encouraged to play an active part in their child's learning. The childminder encourages parents to share photos of family time spent together. She gathers information about the child's likes and dislikes and what they can or cannot do. The childminder then uses this information to plan activities and children's next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her safeguarding knowledge up to date. She is aware of the signs and symptoms that may indicate a child is at risk of harm. The childminder and her assistant have worked extensively with children and vulnerable adults in their careers and use this knowledge to ensure that their practice and policies are robust. They both know the procedures to follow if they are concerned about a child in their care. Parents are aware they must share any existing injuries their child may have received, and this is recorded by the childminder. The childminder, her assistant and household members hold appropriate paediatric first-aid qualifications. This means they can react appropriately should an emergency occur.

What does the setting need to do to improve?

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

- continue to embed the curriculum so children make the very best progress
- build on the already good communication and language teaching by consistently modelling words correctly.

Setting details

Unique reference number	2692105
Local authority	Stoke-on-Trent
Inspection number	10277480
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 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She works alongside an assistant. The setting opens Monday to Friday, 7.30am to 5pm, all year round, except for family holidays.

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 she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the childminder's interactions with the children and accompanied the childminder on a trip to the park.

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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