

Childminder report

Inspection date: 1 October 2024

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 benefit from a sequenced curriculum, which takes into consideration their interests and what they need to learn next. They have frequent opportunities to practise number, shape and colour recognition. For instance, children use tweezers to pick up coloured pom-poms and drop them into matching bowls. They squeeze pipettes to suck up different colours of water to explore colour change. These activities also strengthen children's fine motor skills. Children demonstrate excellent physical abilities. They ride on scooters with confidence, manoeuvring around the indoor space. They develop stability, balance and core strength as they climb on the large play equipment. The childminder encourages children to move in a variety of ways, such as jumping and standing on their tiptoes. This promotes children's happiness when dancing with ribbons.

Relationships with children are sensitive and responsive. For example, when children say that they are hungry, the childminder adapts the routine by preparing their lunch earlier than usual. She encourages children to bring in comfort toys from home to help them to settle, and positively includes these in play to enhance children's engagement. This shows that she understands her role in meeting children's emotional needs. Consequently, children feel safe and secure. Parents and carers describe the childminder as 'calm' and 'always smiling'. They state that 'children are developing well physically and mentally'.

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

- The childminder provides children with a well-resourced environment. However, some mark-making, creative resources and books are not easily accessible to children. For instance, they are out of reach on high shelves. This means that children cannot always choose what they want to play with and lead their own play.
- Supported by the childminder, children are constantly busy. For instance, she ensures they continuously have suitable activities to play with and interacts with them at their level. However, during mealtimes her interactions with children are not as effective. She uses this time to complete some routine tasks, such as tidying up the toys. This means that she is unable to fully support children to practise their developing language and self-feeding skills.
- All children develop a good grasp of the English language. For example, the childminder, who is bilingual, ensures that children hear and use their home language alongside English. This builds on children's confidence and proficiency in two languages.
- The childminder assesses children's speaking skills in their home language as well as in English. This helps her to identify and address any potential gaps in their learning.

- The childminder is enthusiastic. She reads books which are written by other early years professionals, works collaboratively with parents, observes children and listens to their views. This helps her to continuously shape her practice. She sources training via the local authority to keep her knowledge up to date and has plans to conduct further training to increase her understanding of autism.
- Children develop a good understanding of healthy lifestyles. For instance, the childminder encourages them to follow good hygiene routines, such as washing their hands before and after lunch and after nappy changes. The childminder recognises the benefits of providing all children with a hot and healthy meal each day. This means that children in receipt of funding receive nutritious, home-made meals alongside their peers, which they enjoy.
- Through daily conversations with the childminder and the use of social networking sites, parents receive a wealth of information about their children's learning and experiences. For example, the childminder shares information about the negative impact dummies can have on children's speech and oral health. She sends books home to encourage parents to talk to children about their emotions. This promotes continuity in children's learning.
- The childminder understands the importance of working with schools and other professionals to strengthen children's outcomes. For instance, she provides parents with a written summary of their child's development to share with health visitors when the health review is due. Parents say they are impressed by the childminder's commitment, 'she is always going the extra mile'.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve the accessibility of some resources so that children have more opportunities to self-select
- provide children with high-quality interactions at mealtimes to further support their learning and development.

Setting details

Unique reference number	2695380
Local authority	Staffordshire
Inspection number	10366220
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 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 and lives in Burton-on-Trent. She operates from 7.30am to 4pm, Monday to Friday, all year round, except for bank and family holidays. The childminder is eligible for funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning, with a particular focus on communication and language.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The views of parents were considered by the inspector through feedback forms.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.
- The inspector spoke to children during the inspection.

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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