

Childminder report

Inspection date: 4 June 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder has made the required improvements since the last inspection. She has increased her knowledge of her responsibilities to ensure that her assistants' suitability is verified before children may be left in their sole care for no more than two hours in one day. She ensures that sufficient adults are working with children to meet the needs of all children attending effectively. Children are happy in the care of the childminder and the assistant. They seek to talk with them and include them in their games. Children go to them for cuddles and comfort when needed and receive this in abundance from the adults who are warm and kind towards them. This helps children to feel safe and secure in their care.

Children thoroughly enjoy their time in the childminder's garden. They show a fascination for bugs and insects, such as caterpillars and ants, and explore these in the natural environment. The childminder considers children's interests and builds further on what they already know. For example, they follow a popular story about a caterpillar and use magnifying glasses to find toy insects that are hidden in sand. The youngest children are eager to search for and name the insects they find. Children show positive attitudes to learning. They gain the knowledge and understanding they need to prepare them for their next stage of learning and the eventual move on to school.

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

- The childminder has ensured her curriculum for children's learning is fully embedded. She has clear and ambitious intentions for what she wants children to learn and achieve while they attend. The childminder takes time to find out about children's prior learning from parents when they first start. She makes effective plans to include what children need to be taught during their interactions to continually build on their existing learning.
- Communication and language are promoted consistently well. The childminder uses repetition of songs rhymes and stories, which supports children with emerging speech to make sounds and use familiar words. The oldest children enjoy interesting conversations. The childminder encourages children to use their increasing vocabulary and consistently includes new words. As a result, children become confident talkers who use well-structured sentences and clear speech.
- Children in need of additional support receive the help they need to engage alongside their peers. The childminder makes adaptations, such as the use of picture cards, to help children who do not yet speak to communicate their wants and needs. She liaises effectively with parents and other professionals to ensure that children gain tailored support and continue to make progress from their starting points.

- Children behave well. Older children learn about emotions and the impact that their behaviour has on others. They instinctively initiate turn-taking during games, such as kicking or rolling balls together. That said, children do not use good manners at times when they ask for or are given things, for instance, at mealtimes. This is because the childminder does not consistently model the use of manners or encourage children to use these as part of their developing social skills.
- Independence is promoted well. For example, children learn the sequence of handwashing and do this for themselves. They have opportunities to practise chopping vegetables safely and help to prepare their lunches. Older children manage their personal care and are proud to carry out the responsibility of helping to tidy away after eating snacks.
- The childminder ensures that the assistants receive the support, training and guidance they need to continue their professional development. She has developed a reflective culture in her setting and includes the assistants in decisions about how to enhance the provision further. She intends to work towards engaging parents in the setting and their children's learning, though work on this has not yet begun.
- Parents speak highly of the childminder and the assistants. They say they are happy with the feedback on the progress their children are making. Parents comment on the nurturing and supportive nature of the childminder and how well their children's needs are provided for.

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:

- build further on developing children's social skills to help children understand how and when to use good manners
- explore and develop methods to engage parents in the setting that will help enhance the learning for children even further.

Setting details

Unique reference number	2733736
Local authority	Staffordshire
Inspection number	10334475
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 4
Total number of places	9
Number of children on roll	17
Date of previous inspection	30 January 2024

Information about this early years setting

The childminder registered in 2023 and lives in Anslow, Burton upon Trent. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works alongside two assistants. The childminder holds an appropriate level 5 qualification and one assistant holds a level 3 qualification. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector took account of the views of parents from the written information that was provided about the setting.
- The inspector spoke to children and the assistant at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting was organised. The inspector reviewed relevant documentation, including evidence of the suitability of adults working in the setting.

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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