

Childminder report

Inspection date: 3 September 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

The childminder understands how to plan a sequenced curriculum which focuses on children's current skills. For instance, children practise tipping and pouring to develop the coordination and control that they need to later drink from an open cup. The childminder fully supports children to make independent choices about their learning. For instance, when children wish to play indoors, she positively adapts the bubble-blowing activity to make this possible. She constantly uses children's interests to engage them in new experiences, such as playing country music as children 'pop' the bubbles. This promotes their happiness.

The childminder supports children's personal development well to ensure they feel safe and secure. For instance, young children hold out their arms in response to the childminder's interactions, indicating their consent to be picked up. Children develop a positive sense of belonging as they excitedly recognise their photo, which is displayed to register their attendance. The childminder helps children to understand expectations for their behaviour. For example, children learn that they need to put on their shoes when free flowing from the indoors to the garden. As their peers sleep, they learn to take care to not disturb.

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

- The childminder offers families effective settling-in arrangements to support their needs. For instance, the first meeting takes place somewhere neutral like the local park; this is something that parents and carers positively report on. The childminder uses this time to gather parents' and children's views, helping to create and implement personal starting points for each child.
- Information-sharing with parents continues to be a strength as children progress through the setting. For example, parents have access to an app where they observe their children's photos, developmental records and daily care routines. Parents positively report on their relationship with the childminder and the partnerships the childminder forms with external professionals to aid their children's development.
- The childminder knows children well and focuses highly on promoting their next steps. This is evident in her daily interactions with children. For instance, she focuses on developing their physical skills at every opportunity and understands the importance of them developing good balance and coordination.
- The childminder respectfully communicates with children. She gives them the time they need to explore their surroundings, showing them how resources work along the way. For example, when new children play with a ball, she encourages them to 'bang' it harder to see that the ball lights up. This positively engages children.
- The childminder supports children's communication skills well. For instance, she

repeats what they say so that they hear words clearly, adding on new words to model simple sentence structures. This promotes children's language growth.

- The childminder purposefully selects books that are related to children's interests and builds upon their experiences, such as books about toilet training and number sequencing. Children regularly go to the library and take part in reading challenges. They take books home to read with their families. This fosters a love of reading.
- The childminder uses the community well and reads stories to children linking to the world around them. However, she recognises the need to increase her confidence and skills to further help children to learn about growth and decay. Furthermore, the children's planter in the garden has dramatically weathered over time and is cluttered with additional items. Consequently, the area cannot effectively be used to provide children with high-quality learning experiences.
- The childminder ensures children with special educational needs and/or disabilities (SEND) make good progress alongside their peers. For instance, when encouraging children to help to tidy up, she patiently gives children with SEND time and encouragement to practise their skills. This is good for their self-esteem.
- The childminder enthusiastically discusses how she intends to work effectively alongside the newly registered co-childminder. For instance, through supervision, they intend to guide and support each other's practice and identify training needs. Through conversations with the co-childminder, it is evident that she is thankful for the supportive environment the childminder has created so that they can work amicably together.
- The childminder has recently attended some Makaton training to support children with SEND to communicate. Her next steps are to teach all children and the co-childminder how to use sign language. She aims to promote an inclusive, 'communication friendly' setting.

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:

- review what is available to children outdoors to ensure that they continuously benefit from high-quality learning experiences
- explore professional development opportunities to strengthen the educational programme for understanding of the world, so that children benefit from more opportunities to learn about growth and decay.

Setting details

Unique reference number	2757639
Local authority	Staffordshire
Inspection number	10349496
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	12
Number of children on roll	10
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2023 and lives in Norton Canes, Staffordshire. She operates all year round, except for bank and family holidays. Her opening hours are from 8am to 5.30pm Tuesday to Thursday and from 8am to 1pm Friday. The childminder provides funded early education for two-, three- and four-year-old children. She works with a co-childminder.

Information about this inspection

Inspector
Mikaela Stallard

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 spoke to the inspector about their intentions for children's learning.
- The inspector held discussions with the childminder and the co-childminder about safeguarding and how they evaluate their practice.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The inspector spoke to children during the inspection. Parents' views were considered through verbal discussions and feedback forms.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's development.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024