

Childminder report

Inspection date: 27 August 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
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 and her assistants truly care about children's happiness and well-being. For instance, when older children discover a spider in the garden, the childminder and her assistants support them to overcome their fears. Children make independent choices for the stories they wish to read. Older children read their books out loud to their younger peers, showing high levels of confidence in social situations.

Children show high levels of concentration as they practise and conquer new skills, such as spreading their own butter onto their toast with a plastic knife and using a paper puncher. Children proudly share their achievements with the childminder and their peers. They demonstrate an extremely positive attitude towards their learning.

The childminder and her assistants take positive steps each day to ensure that children can play safely. For example, they teach children about road and water safety when walking in the local area. They promote good hygiene procedures in relation to their calm and affectionate dog, who shares the same space as children. The childminder teaches children to care for her pets, nurturing kindness and compassion. Parents and carers positively comment on the home-from-home experience their children receive. They say, 'The childminder adores all the children in her care, which is certainly reciprocated.'

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

- The childminder is extremely knowledgeable about child development. She provides children with a well-planned environment and a range of learning experiences throughout the day. For example, younger children develop their physical skills as they explore uneven grounds at National Trust sites and attend purposefully selected music groups to promote their speech and language.
- The childminder offers her assistants support and guidance throughout the day to shape their ongoing professional development. The assistants benefit from daily briefings to discuss children before they arrive. This ensures that they know how to best support children's individual needs. However, there is scope to further strengthen teaching skills to help children to further share what they know and to extend their learning.
- The childminder communicates effectively with her assistants to ensure that children are highly supervised. For instance, younger children are supported to negotiate the steps safely when in the garden. This ensures their freedom outdoors alongside their older peers.
- The childminder and her assistants are excellent role models. They have high expectations of children, which positively contributes towards children's excellent

behaviour. For instance, when younger children unintentionally interrupt their older peers' play, the childminder sensitively encourages them to think about how they can include their younger peers. This promotes their reasoning skills and provides opportunities to practise sharing and turn-taking.

- Parents give extremely positive feedback about the childminder and her assistants. They explain how they are positively included in their children's development. This is done through a variety of methods, such as photos, verbal discussions and 'incredibly detailed progress reports'. The childminder shares relevant documents and training with parents to further help them to understand the skills that their children need to achieve and how they can help at home.
- The childminder provides children with opportunities to be independent throughout the day, such as putting on their socks and buttering their own toast at snack time. However, children are not fully supported to complete all self-care routines by themselves, such as handwashing, cleaning their face and blowing their own nose. This is done for them by the childminder, preventing children from developing even higher levels of independence.
- The childminder counts out loud as children play and during everyday routines. For example, she counts how many pieces of fruit she serves to children at snack time and says 'one, two, three' before she lifts them out of the highchair. This helps children to develop an early understanding of number recognition.
- Children benefit from healthy homemade meals that consist of fruit and vegetables. The childminder and her assistants are very aware of children's allergies and dietary requirements. When serving and preparing food, they make sure that these requirements are adhered to.
- There are procedures in place to identify and support children with special educational needs and/or disabilities. For instance, should the childminder have concerns for any child's development, she knows to work closely with parents and refer her concerns to the relevant agencies to gain extra support for children.

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:

- continue to reflect on practice to identify where teaching can be enhanced even further to extend children's learning
- provide children with further opportunities to independently develop their self-care routines.

Setting details

Unique reference number	2758784
Local authority	Staffordshire
Inspection number	10349592
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	1 to 8
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 November 2023 and lives in Stretton, Burton on Trent. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is eligible to provide early education funding for two-, three- and four-year-old children. She works with assistants.

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 spoke to the childminder, her assistants and the children at appropriate times during the inspection.
- The views of parents were considered by the inspector through verbal discussions and emails.
- 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 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.

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