

Childminder report

Inspection date: 10 July 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children learn about the world through interesting topics, such as animals and seasons. They explore celebrations throughout the year. The childminder fully understands the importance of following children's interests, meaning she positively embraces activities that take a different direction than she had originally planned. This heightens children's engagement in their learning, promoting their happiness and good behaviour.

The childminder supports children to develop positive relationships with others. For instance, she runs a weekly playgroup in the local community where children mix with other children of a similar age. She actively invites children to join their peers' play. For instance, when children need further support to answer a question, she asks if their peers can help. This helps children to develop confidence in themselves and to value support from others.

The childminder evaluates children's experiences to enhance their personal development. For instance, when children are afraid of the 'Tiger who Came to Tea', she introduces resources such as a tiger mask, which helps children to relate to the character. When children dislike engaging in messy play, she plans creative activities to encourage them to step out of their comfort zone. This contributes towards their positive sense of security.

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

- A key strength of the childminder's practice is how she supports children's communication skills. For instance, she constantly models new vocabulary and repeats what children say, using the correct pronunciation and adding more words. When children say the word 'rhino', she enhances their language by introducing 'rhinoceros'. The childminder regularly reads to children, introducing props and puppets, engaging them in conversations to build their vocabulary.
- Mathematical language is frequently used throughout the day. For instance, as children engage in a creative activity, the childminder narrates their actions, saying 'dab, dab, one, two'. She focuses on teaching children the numbers one to three before teaching them larger numbers. Consequently, children confidently incorporate numbers into their play, such as identifying 'two big dinosaurs' and grouping together three Friesian cows.
- Children present a 'can-do' attitude towards their learning. For example, they show high levels of concentration as they try to position triangular pieces of cake together to make a circle. However, at times, the childminder intervenes too quickly. This means that children do not always have the opportunity to practise important skills, such as picking up a pom-pom with a peg to refine their fine motor control.

- Children play superbly together and build respectful friendships. For example, they are kind and attentive to each other's needs and demonstrate a desire to help. The childminder positively praises children as she notices their good behaviour. However, she does not always encourage them to handle resources respectfully, such as teaching them not to throw. This does not fully support children to understand expected behaviours.
- The childminder actively finds out about children's dietary requirements and allergies. For instance, she asks parents and carers what foods children have previously tried before introducing them to any new foods. This ensures that the activities that children engage in are safe, for example picking and eating the raspberries that they have previously grown.
- The childminder has a good attitude towards self-evaluation. For example, she reflects on the procedures that help children to settle, highlighting how she intends to do things differently to further promote their emotional security. She reflects on ideas that she has acquired from training, putting them into practice to strengthen children's outcomes.
- The childminder highlights that since the COVID-19 pandemic, training courses have been less accessible. Therefore, most of her professional development has been gained through online research and liaising with other childminders to share good practice. This has ensured that her knowledge remains up to date.
- The childminder develops good partnerships with children's parents and people in the community. For instance, she provides parents with photos and information about children's learning and development. Parents comment positively about the childminder, writing that she 'treats children like they are her own'. They describe her as 'kind' and 'polite'.
- The childminder currently has no children on roll with special educational needs and/or disabilities. Although she already has good knowledge, she aims to attend further training to refresh her knowledge and skills in this area.

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:

- nurture children's 'can-do' attitudes, offering them guidance and support to further achieve and do more things for themselves
- build on children's awareness of respect for resources so they fully understand expected behaviours.

Setting details

Unique reference number	EY224889
Local authority	Staffordshire
Inspection number	10351286
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	19 October 2018

Information about this early years setting

The childminder registered in 2002 and lives in Penkridge, Staffordshire. She operates Monday to Friday, from 7am to 5.30pm, all year round, with the exception of family holidays. She holds a relevant childcare qualification at level 3. The childminder is eligible for funding for two-, three- and four-year-old children.

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, with a particular focus on communication and language.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household and parents' feedback forms.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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