

Childminder report

Inspection date: 10 January 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children and parents receive a warm welcome from the friendly and caring childminder and her co-childminder. Children are confident and develop good social skills as they play with their friends. They share, take turns and use their manners with gentle reminders from the childminder. Children develop secure emotional attachments with the childminder and her co-childminder. As a result, children are happy and content.

Children have enjoyable opportunities to develop their physical skills and learn about the world around them. For example, they take part in outings to the local park and forest area. Children navigate play apparatus and learn to take appropriate risks as they climb trees and paddle in the stream. This helps children to recognise their strengths and abilities and learn how to keep themselves and others safe. Children learn about different cultures and festivals from around the world through a variety of activities. This helps children to develop an awareness of diversity beyond their immediate family.

Children show determination and good levels of concentration. For example, they persevere when peeling their own little oranges at snack time. Children receive an abundance of encouragement and praise for their efforts, which successfully builds on their self-esteem. Children display positive behaviour and successfully follow simple instructions. For example, they work together to tidy away the toys and join in singing the 'tidy-up song'.

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

- The professional childminder and her co-childminder are dedicated in their roles and clearly enjoy their work. The childminder engages in professional discussion with her co-childminder to monitor their practice, share ideas and identify how they can enhance the service they provide. She also meets with local childminders to share good practice ideas so that she can continue to develop her practice to an even higher level.
- The childminder knows the children well and plans for their next steps in learning based on their interests. She provides interesting and exciting learning opportunities that build on what each child knows and can do. Overall, the childminder's curriculum is planned well and supports children's learning and development. However, the childminder does not place as much emphasis on the curriculum for mathematics as some other areas. For example, when children talk about money as they play in the role-play cafe, the childminder does not consistently extend mathematical thinking. She misses opportunities to promote counting and problem-solving.
- Since the last inspection, the childminder has undertaken a range of training to

further her knowledge and skills. For example, she recently completed training on healthy eating. The childminder has successfully brought ideas from the training into her practice, such as ensuring that she provides a well-balanced and nutritious menu. Children delight in using their imagination as they dress up as doctors and dentists to brush pretend teeth with a toothbrush. The childminder talks to the children about the importance of looking after their teeth and developing healthy habits.

- Children have lots of fun exploring sensory and messy play activities. The childminder skilfully captures children's curiosity as they explore the textures of rice and pasta. In the main, the childminder interacts well with the children. She speaks clearly and offers the correct pronunciation of words to support children's language and communication skills. However, in her enthusiasm, she does not always give children enough time to think and respond to questions before providing an answer.
- The childminder nurtures children's interests in stories. She offers a range of age-appropriate books and props, which children access independently. The childminder uses intonation in her voice when reading stories to capture children's attention and sustain their interest.
- The childminder and her co-childminder develop excellent relationships with parents. The childminder gathers key information from parents before children start at the setting, which she uses effectively to plan familiar care routines and settling-in arrangements. The childminder works closely with parents and shares information with them about their child's learning.
- The childminder has close links with other settings the children attend, which provides continuity in children's learning. She invites teachers from the local school into the setting to meet those children who are getting ready to start school. The childminder shares information with them about children's learning and interests to aid smooth transitions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that the environment is safe and secure. She supervises children well to help maintain their welfare. The childminder and her co-childminder have a clear understanding of the signs and symptoms that may indicate a child is at risk of abuse and neglect. They have comprehensive knowledge of safeguarding protocols and actions to take if there are any concerns about a child's welfare. The childminder keeps her knowledge up to date on wider aspects of safeguarding, such as the 'Prevent' duty. The childminder helps older children and parents to be aware of potential risks when children use devices to access the internet and social media at home.

What does the setting need to do to improve?

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

- enhance the curriculum for mathematics, to extend children's mathematical skills to the highest level
- allow children more time to think and respond to questions asked, to help to extend their communication and language development further.

Setting details

Unique reference number	EY251272
Local authority	Staffordshire
Inspection number	10218431
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 10
Total number of places	6
Number of children on roll	19
Date of previous inspection	29 November 2019

Information about this early years setting

The childminder registered in 2002 and lives in Werrington, Stoke-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 provides funded early education for two-, three- and four-year-old children. She works with a co-childminder. The childminder and her co-childminder hold appropriate qualifications at level 2 and 3.

Information about this inspection

Inspector

Angela Hulme

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 setting.
- The inspector had a learning walk with the childminder and discussed how she implements her educational programme.
- The quality of teaching and the impact on children's learning were observed.
- The inspector held a number of discussions with the childminder and her co-childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living 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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