

Childminder report

Inspection date: 23 May 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder is very nurturing and caring in her approach to the children. She follows their individual care needs throughout the day. This helps children to feel safe and secure. The childminder knows the children extremely well. She uses this to help provide the children with a range of stimulating learning experiences. In turn, children maintain high levels of engagement as they play. Children use their imagination as they push buttons and 'answer phone calls' from their parents. They also have lots of opportunities to strengthen their physical development as they fill and empty containers with rice.

The curriculum is rich, this helps to ensure all children continue to thrive in their development. Children show high levels of concentration as they stack hoops onto the different shaped cones. The childminder introduces lots of mathematical concepts to the children as she counts or discusses a range of positional language, such as 'above, next to' and 'underneath'. The childminder takes the children on a range of trips so they can explore their local community and the natural world. She is a very positive role model to the children. For example, the childminder talks to the children with high levels of respect. She regularly reminds children of the rules and praises them for what they do well. This helps to support children to learn right from wrong. Consequently, children behave well.

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

- The childminder is constantly reviewing her risk assessments, this includes the one for her pet. This helps her to identify and remove any risks within the setting quickly. The childminder makes changes where required to ensure her home, activities and equipment are safe and suitable for children. She supervises the children well as they play.
- The childminder is very reflective. She regularly evaluates her setting to identify areas that can be enhanced further. The childminder places focus on her own professional development. She attends a range of training and uses this to help develop her confidence, knowledge and skills further.
- The childminder has high ambitions for all children. She is keen for children to leave her setting ready for the next stage of their development. The childminder has designed a curriculum which is sequenced to build on what children know and can do over time. She uses her knowledge of the children to help plan a range of meaningful and enjoyable experiences for them. This helps to support children to make good progress in their development.
- The childminder places focus on developing children's communication and language skills. She often narrates to children as they play. The childminder also provides lots of opportunities for children to open and enjoy a book. However, there is scope to strengthen this further. For example, there are times where the

childminder does not remodel language to the children as they attempt to say words. This does not fully promote children's language development.

- The childminder uses her knowledge of child development alongside observations, assessments and parents views to identify any gaps in children's development. Where concerns arise, the childminder makes swift referrals to other professionals. The childminder works well alongside others to help develop targets and plans for the children. This ensures that children with special educational needs and/or disabilities receive timely support.
- Parents speak highly about the care and support their children receive from the childminder. They also state that they can see the progress their child has made in their development, particularly in their confidence. The childminder finds out key information about the children from their parents. She keeps parents well informed of their child's day and development. The childminder provides tips and activities for parents to use at home with their child.
- Children show an eagerness to get engaged. They have fun as they play alongside the childminder. However, there are times, as children free play, where the childminder does not provide them with enough time and space to think about how they can solve problems for themselves. This does not fully promote children's critical thinking skills.
- The childminder is trained in paediatric first aid. She has secure knowledge of how to respond to a range of first-aid incidents. The childminder has effective systems in place which enable her to respond quickly to any accidents children may have at the setting. The childminder keeps records of accidents that do occur and she informs parents of this.
- The childminder provides lots of opportunities for children to learn about themselves and others. She is keen for children to learn how they can show care and respect towards one another. The childminder talks to children about their similarities and differences. This helps to prepare children for the wider world.

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:

- provide children with enough time and space to think about how they can solve problems for themselves, with an aim to enhance their critical thinking skills
- remodel children's language consistently, in order to help promote their communication and language development further.

Setting details

Unique reference number	EY259042
Local authority	Staffordshire
Inspection number	10348850
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	18 February 2019

Information about this early years setting

The childminder registered in 2003. Opening hours are Monday to Thursday from 7am until 5pm, however, the childminder offers flexibility beyond these hours to suit the needs of individual families. She operates her setting all year round, with the exception of family holidays and Christmas. The setting provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Louise Chinyuku

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- 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 spoke to parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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