

Childminder report

Inspection date: 14 June 2023

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 are happy and relaxed in this home-from-home environment. They have warm relationships with the childminder and benefit from a calm and friendly atmosphere. Children receive lots of praise, reassurance and cuddles throughout the day, which builds their self-esteem. The childminder plans a wide variety of exciting and stimulating activities for children, which provides them with plenty of opportunities to learn and explore. She has high expectations for children. Furthermore, children are confident and motivated to lead their own play. Children benefit from a well-organised routine that helps them to understand what happens next. For example, after playing outdoors, children go inside to remove their shoes before sitting on the carpet ready for the next activity.

The childminder works with a co-childminder and they are positive role models. As a result, children behave extremely well. Children enjoy playing together and engage well with the childminder. For instance, they explore construction toys and pretend to make ice cream. The childminder talks to children and asks them questions. Children respond and talk excitedly about creating a cheese pizza flavoured ice cream. Additionally, children develop their creative imaginations in enjoyable ways. They are highly independent and manage everyday tasks with ease, such as putting on shoes and sun hats before going outdoors.

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

- The childminder provides effective learning for all children in her care. Children benefit from her strong knowledge and understanding of child development. The childminder follows the children's interests effectively. She skilfully plans her curriculum to support children's development and extend and enhance what they already know and can do. Consequently, children make good progress in their learning.
- The childminder understands the impact of the COVID-19 pandemic and has identified changes to her routine that help to support children's well-being. For example, the childminder merged to work with her co-childminder. They reviewed their provision during the pandemic and work closely together to ensure that children's social skills develop. Furthermore, the co-childminders provide a consistent approach to children's care and development.
- The childminder provides support for children with special educational needs and/or disabilities. She will raise concerns with parents to ensure that children receive appropriate support. The childminder uses strategies to help children talk. Furthermore, children's communication and language have improved as the childminder consistently praises and reassures them when they use 'good words'.
- Children enjoy and develop a love of stories. They are eager to listen and join in

with familiar phrases as part of the story. However, on occasions, the childminder does not ensure that all children are fully engaged as part of the story.

- Children have an abundance of experiences to learn about the local community and the wider world. They learn about festivals and celebrations throughout the year and go on regular visits and outings to various places, including the farm, zoo, air museum, national trust parks, restaurants and soft-play centre. This helps children to understand and learn about differences in the community and extend their understanding of diversity in modern Britain.
- Children understand good health and hygiene routines. The childminder ensures that children clean their hands before snacks, meals and after using the toilet. She follows nappy and toilet routines well and monitors children's sleep routines regularly.
- Children learn to be healthy through eating freshly prepared meals each day. However, the organisation of the lunchtime routine for children is not as effective as it could be. Furthermore, children become restless during the preparation of meals.
- Partnerships with parents are well established. Parents are highly complimentary about how well the co-childminders work together. They say that the two-way flow of communication is consistently effective and that they are well informed about their children's learning and daily routines.
- The childminder is dedicated to developing herself professionally. She accesses a variety of online learning resources, including training programmes to improve the outdoors by inspiring children's understanding of nature and wildlife. However, the childminder has not considered developing her skills to observe herself or her co-childminder, to ensure that daily practice continuously improves.
- The childminder has strong links with other childminders and works in partnership with them to share information, ideas and good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She is aware of the signs of abuse. The childminder knows what to do if a child is at risk of abuse or in the event she needs to raise a concern. She has procedures in place to report her concerns. The childminder has knowledge of the 'Prevent' duty, radicalisation and other safeguarding issues. She undertakes training to keep her knowledge current. The childminder ensures that children are well supervised. The premises are regularly risk assessed and maintained to a good standard to minimise any hazards to children.

What does the setting need to do to improve?

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

- increase opportunities for children to actively engage during group story time sessions to allow them to maintain their interest to a higher level
- strengthen the lunchtime routine to ensure that children are fully supported during lunchtime preparation
- reflect and build on daily practice to recognise how the childminder and co-childminder can maintain and build on good practice even further.

Setting details

Unique reference number	EY259486
Local authority	Staffordshire
Inspection number	10285656
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 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	13 October 2017

Information about this early years setting

The childminder registered in 2003 and lives in Rugeley, Staffordshire. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds an early years qualification at level 3. The childminder works with a co-childminder.

Information about this inspection

Inspector

Maryanne Hepburn-Bean

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 viewed the premises and assessed their safety and suitability.
- The childminder and the inspector discussed the childminder's intentions for children's learning.
- The inspector observed the quality of education provided and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the childminder and her co-childminder.
- The inspector took account of parents' views during the inspection.
- 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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