

Childminder report

Inspection date: 20 November 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 provides a warm and welcoming environment where children feel happy and safe. Children seek out the childminder for cuddles and reassurance and show they enjoy her company. This helps her to form strong bonds with the children. The childminder prioritises children's emotional well-being and provides them with lots of attention. She implements flexible routines that enable her to meet children's personalised care routines. The childminder praises children on their achievements and understands the importance of building children's confidence and self-esteem to support their development.

The childminder's curriculum caters for children's ages and interests. She knows children well and they are motivated to learn. Children benefit from a range of adult-led and child-initiated play. For example, the childminder helps children to develop strength in their hands in readiness for early writing. The childminder acts as a strong role model for sharing, being kind and respectful. The childminder consistently models good manners and provides clear boundaries for children. This helps children to understand what is happening next, supporting their emotional development. They listen carefully to the childminder and follow instructions well. The childminder provides opportunities for children to be independent and carry out their own personal hygiene routines. Children play together in groups, developing good social skills.

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

- The childminder has a clear awareness of what she wants children to learn. She has a good knowledge of children's growth and development. She is focused on encouraging children to develop their social skills, enabling them to build strong friendships. Her curriculum places a strong emphasis on children's personal, social and emotional development.
- Children's learning and development are assessed on an ongoing basis. The childminder uses this information to determine what children can do and to identify where children may need additional support. The childminder provides children with a range of interesting activities that she knows they will enjoy. However, when planning and completing activities with children, the childminder does not always precisely identify children's next steps in learning.
- Children's language development is embedded through play and routine tasks. The childminder encourages children to use single words or shorter sentences, which supports their developing vocabulary. However, on occasions, the childminder does not give children enough time to form their thoughts and respond to her questions.
- Hygiene and care practices are good. The childminder helps children learn about good hygiene, such as through regular handwashing. She follows sleep routines

from home and gently attends to children's personal care. Children enjoy a range of home-cooked and healthy foods. This helps raise children's awareness of the benefits of a healthy lifestyle.

- The childminder provides children with a range of natural materials from which they can develop their imaginative play. She plans activities that enable children to have sensory experiences. For example, children enjoy using funnels and filling containers with different mixtures of cereals and scented teas. They concentrate for long periods engaged in mixing, measuring and pouring.
- Children enjoy the daily opportunities they have to play outside in the fresh air, which supports their physical development. The childminder uses her local environment to enhance the experiences of children. She recognises the importance of providing children with opportunities to socialise with other children and develop their physical skills in a variety of environments.
- Partnerships with parents are well established. The childminder holds regular conversations with parents and shares observations of their children. Parents are happy with their children's progress, particularly in their speech and self-care skills. The childminder ensures that parents are kept informed about their child's learning and development.
- The childminder is fully committed to continually enhancing her professional development to help improve her knowledge and skills further. She is keen for children to leave her setting ready for school. She uses feedback from parents and children to help make continued improvements. The childminder has built strong partnerships with other settings in her local area. This helps to provide continuity of care and ensures that all children are fully supported.

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:

- strengthen the curriculum intentions to focus more sharply on children's individual next steps in learning
- support children's critical thinking skills further, such as by allowing them time to respond to questions.

Setting details

Unique reference number	EY261100
Local authority	Staffordshire
Inspection number	10360493
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	0 to 11
Total number of places	6
Number of children on roll	16
Date of previous inspection	16 January 2019

Information about this early years setting

The childminder registered in 2003 and lives in Burntwood, Staffordshire. She operates from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 4. She provides funded early education places for children aged from nine months to four years. She works alongside a co-childminder.

Information about this inspection

Inspector
Jacqueline Coomer

Inspection activities

- The inspector viewed all areas of the setting used by children and discussed with the childminder how the early years provision is organised.
- A joint evaluation of a teaching activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector took account of the written views of parents.
- The inspector looked at a sample of relevant records and documentation. This included evidence about suitability and training.

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

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