

Childminder report

Inspection date: 27 March 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 demonstrate they are happy and content in the childminder's welcoming home. They build strong bonds with the childminder, who is patient, caring and kind. Children are confident. They are friendly to visitors and keen to talk about what they are doing. Children demonstrate high levels of self-esteem. For example, they say: 'Watch me!' as they proudly show off their new skills, such as how they can balance their bodies. Children learn about healthy lifestyles. The childminder provides them with plenty of opportunities to benefit from regular fresh air and exercise. For example, they enjoy frequent visits to the local park and walks in the local community. The childminder talks to the children about the healthy meals and snacks in their lunch boxes. Children demonstrate their independence. For instance, children say 'I'll do it', as they help to tidy away the toys at meal times. Children feed themselves at meal times. They behave well.

Children learn new words in context. For example, as they play with toy vehicles, they talk about the cars going 'underneath' and 'on top' of the bridge. Children are motivated and curious learners who engage for long periods and develop a positive attitude towards their learning.

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

- The childminder knows children well. She has a good knowledge of children's prior learning. She plans activities linked to children's interests and their next steps in learning. The childminder monitors children's progress closely. Any gaps in children's learning are identified quickly and appropriate interventions put in place. The childminder has a strong focus on supporting children's language. Children make good progress from their starting points.
- The childminder has high expectations for children's behaviour. She is a good role model. She speaks to children with respect and shows a genuine interest in what children have to say. She provides children with lots of praise and encouragement. The childminder uses good manners and teaches children to share and take turns. Consequently, children behave well.
- The childminder helps children to develop a love of books. Children snuggle up close to the childminder for story time. They are engaged and listen intently as the childminder reads their favourite stories with enthusiasm. The childminder talks to children about the pictures in the books and supports children's language development as she introduces new words, such as 'newspaper' and 'hedges'. However, the childminder does not consistently provide enough opportunities for children to practise their early writing skills.
- The childminder promotes early mathematics very well. She encourages mathematical language. For example, she talks about size and shape as children create structures from building blocks. Children learn to count, recognise small

groups of objects without counting them and to recognise numbers.

- The childminder is enthusiastic and playful as she interacts with children as they play. She skilfully extends children's learning as they engage in activities that interest them. For example, as children play with toy dinosaurs, the childminder supports children to learn to name the different features, such as 'tusks'. She uses these opportunities to reinforce and consolidate prior learning. However, at times, children are unable to initiate their own play or learning as toys are stored out of sight and their reach. Therefore, children's choice of play is limited to the toys and resources selected by the childminder.
- The childminder supports children to use their problem-solving skills. As children build with connecting blocks, the childminder discusses ways to build a taller structure, for example, by creating a wider base.
- The childminder is committed to improving the quality of her provision. She undertakes regular training to help to improve her knowledge and update her skills. For example, she accesses online training.
- Partnerships with parents are strong. Parents speak highly of the childminder. They comment on her commitment to helping children to make good progress. Good regular communication with parents helps them to support their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out daily checks on her premises to help her to identify and remove any potential hazards. She has risk assessments in place, including the management of household pets. The childminder has a secure knowledge of the potential signs and symptoms of abuse and knows which agencies to refer any concerns she may have about a child in her care. Children learn to keep themselves safe. For example, they learn about road safety as they go for walks. The childminder limits the time children can spend on electronic devices.

What does the setting need to do to improve?

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

- enhance planning to consistently provide children with opportunities to develop their early writing skills
- develop the organisation of the learning environment further to enable children to select and use toys and resources independently.

Setting details

Unique reference number	EY287540
Local authority	Stoke-on-Trent
Inspection number	10282879
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	3 to 10
Total number of places	6
Number of children on roll	2
Date of previous inspection	14 February 2019

Information about this early years setting

The childminder registered in 2004 and lives in the Trent Vale area of Stoke-on-Trent. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Karen Laycock

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 childminder showed the inspector the areas of the premises she uses for childminding and discussed how she ensures they are safe and suitable for children to play in.
- The inspector discussed with the childminder how her curriculum had been devised and implemented, and the impact that this had on children's learning.
- The inspector spoke to parents on the day of the inspection and took account of the views. She spoke to children during the inspection.
- The inspector observed the quality of education and assessed the impact this has 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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