

Childminder report

Inspection date: 27 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's views play an integral part in how the setting is organised. For instance, they make informed choices for the stories they read and what toys they wish to play with. When children enjoy playing with sensory materials at the local library, the childminder purchases the same materials to further promote their engagement at the setting.

Children behave well. They benefit from activities and resources suitable for their age and stage of development. For example, toddlers develop early hand-to-eye coordination as they make marks on paper with chunky crayons, while older children develop precision in their fine motor skills to enable them to confidently hold a pencil.

Children feel safe and secure. They establish positive relationships with the childminder and other children in the group. For example, the childminder participates in children's play, such as wobbling a tray full of jelly to demonstrate how jelly moves. This positively supports children's happiness, and they rock from left to right singing 'Wibble wobble, wibble wobble'.

The childminder knows all children well, including their likes and dislikes. She regularly checks in with them to ensure that their needs are being met. For instance, while children engage in sensory play, she reassures them that wipes are available should their play become overwhelming. She quickly assists children's personal needs to ensure they can continue in their play.

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

- Partnerships with parents and carers are good. For instance, the childminder communicates her expectations clearly to parents about their children's progress, including how to continue their child's learning at home. As a result, parents are happy, and they know that any concerns will be discussed in partnership with them.
- The childminder listens to parents' views to promote children's health and hygiene. For example, when parents find toothbrushing at home challenging, the childminder takes children to the local dentist and plans activities to promote their oral health. This helps to support children's routines at home.
- The childminder actively finds out about children's backgrounds, routines and experiences to inform their next steps. However, she does not always foster learning opportunities to consistently enable children to practise their developing skills. This does not help children to make the rapid progress that they are capable of.
- The childminder discusses the importance of effective partnerships with the

schools that children move on to. Historically, she completed transition documents to share information with teachers about children's learning and development. However, not enough is being done to support this cohort of children. For instance, the childminder does not engage effectively with schools to plan for a smooth transition to life in school.

- Children benefit from daily opportunities to go on outings to interact with children of a similar age and people in the community. The childminder ensures that resources back at the setting represent the people they have met, such as those with special educational needs and/or disabilities. This enhances children's understanding of similarities and differences.
- The childminder networks with other childminders to share good practice and promote her professional development. She prioritises training to ensure that all mandatory training is kept up to date. As a result, the childminder demonstrates strong knowledge of safeguarding and paediatric first-aid procedures.
- The childminder is conscious of her role in promoting children's safety, including those children with allergies. For example, she finds out about the activities children will partake in while at playgroup. This ensures their requirements are accounted for to promote their inclusion.
- Mathematics is embedded into children's play. For example, children enjoy rolling and building with soft dice. They practise putting numbers in order and recognise that the small round spots represent the numbers one to six. This shows that children develop a good understanding of numbers, counting and problem-solving.
- Children confidently follow the routine, and they respond well to simple instructions. For instance, they independently fetch a cushion and sit down to show that they are ready for a story. The childminder promotes children's good manners, such as saying 'excuse me' to politely ask someone to move out of the way. This helps children to understand expected behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the difference between a deliberate act of harm and an accidental injury. She watches informative television programmes to learn about the potential risks to children in the wider community, such as county lines. This helps her to identify the early signs and symptoms of abuse and neglect. The childminder understands the correct procedures to follow should she have concerns for a child's welfare. She displays safeguarding prompts around the setting to refresh her knowledge and to ensure she can refer her concerns in a timely manner.

What does the setting need to do to improve?

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

- build effective partnerships with schools children move on to, to plan for a smooth transition
- reflect on practice to consistently promote children's next steps to ensure they make the progress that they are capable of.

Setting details

Unique reference number	EY295691
Local authority	Staffordshire
Inspection number	10295358
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	6 December 2017

Information about this early years setting

The childminder registered in 2004 and lives in Newcastle-under-Lyme. The childminder operates all year round from 7.30am to 5.15pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 3. She receives funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The views of parents were considered by the inspector through verbal discussions and letters.
- 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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