

Childminder report

Inspection date: 2 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 provides the children with a safe, homely place to learn. She supports children to settle quickly. They soon become busy accessing a variety of resources that the childminder provides. The childminder prioritises children's personal, social and emotional development. She works hard to create secure attachments with children by gathering valuable information from parents when they start. The childminder makes time to tune into children's needs and interests. This results in children feeling safe, secure and ready to learn.

The childminder provides children with opportunities to collaborate in groups and work independently. She inspires new learning to take place. The childminder provides children with first-hand experiences of caring for living things. For example, the children learn how to care for pets, plants, and tadpoles. These experiences form part of the childminder's curriculum. The childminder carefully considers how children's knowledge and skills can build over time. For example, the childminder gives children the time to explore. She works at their level, listening and responding in a meaningful way. As a result, children demonstrate their curiosity and concentration. They express their views, opinions and are beginning to ask questions that link to their learning. These quality interactions with the childminder result in children learning.

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

- The childminder completes ongoing assessments. She observes children during their play. The childminder identifies gaps in learning and plans for children's next steps. Children make progress as a result. The childminder works in partnership with parents. She shares assessment information with them regularly.
- The childminder makes use of books to develop children's speech, language, and communication. Children independently select books they enjoy sharing. Stories such as 'The Hungry Caterpillar' form the basis for many focus activities. Children gain new knowledge from these experiences. For example, they develop their knowledge of naming words. However, some children are capable of learning even more. Further opportunities for children to extend their knowledge and thinking would allow them to make even better progress.
- The childminder has good child development knowledge and helps them to learn across all areas. She supports children to develop the necessary skills to be ready for school. For example, the childminder attends group sessions to provide an opportunity for children to develop their social interaction skills. The childminder also focuses on children's self-care routines, such as toileting, hand hygiene, dressing and undressing. As a result, children are becoming independent.

- The childminder provides children with plenty of opportunities to be physically active. She provides children with access to a clean, well-maintained outdoor learning environment. Children are developing their gross motor skills and are gaining an awareness of their natural environment. They also engage in sensory experiences, such as sand, water, painting, and large-scale activities, such as den making. Children develop their interests and are keen to find out more as a result. The childminder provides open-ended resources in the water tray. Young children experiment with musical flutes. They make predictions about what will happen to the sounds they create, by changing the amount of water they have inside the flutes.
- The childminder promotes equality and diversity by teaching children about different cultures, traditions, and celebrations. For example, older children make use of around the world food boxes that the childminder provides. They include food, recipes, and information that relates to different countries and their cultures. Younger children have access to a variety of books and play resources that promote conversations around similarities and differences. These opportunities prepare children for life in modern Britain.
- The parents speak very highly of the childminder. They value her hard work and commitment to the role. Parents explain how happy their children are in her care. The childminder reflects on her own knowledge and skills. She seeks out additional training to improve outcomes for children. The childminder takes on board any feedback and strives to do her best for all children.
- The childminder works closely with health visitors. She understands how to support children with special educational needs and/or disabilities. The childminder works with children who speak English as an additional language (EAL). She is aware of the specialist EAL support that is available. However, the childminder does not always engage these specialist services early enough. Accessing specialist support earlier could reduce the risk of gaps in children's learning getting wider.

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:

- continue to strengthen relationships with specialist services and engage their support early to ensure children benefit most from their expertise
- continue to strengthen the opportunities available to further challenge children

to learn even more.

Setting details

Unique reference number	EY297705
Local authority	Staffordshire
Inspection number	10343275
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	15 August 2018

Information about this early years setting

The childminder registered in 2004. She works Monday to Friday from 7am to 6.15pm, all year, except for bank holidays and family holidays. She holds a relevant early years qualification at level 3 and works with an assistant. The childminder receives funding to provide free early education to children aged two and three years.

Information about this inspection

Inspector
Vicki Abraham

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 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 with a particular focus on communication and language.
- Parents shared their views of the setting with the inspector.

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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