

Childminder report

Inspection date: 12 July 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder provides children with a home-from-home environment. She is calming in her approach and is attentive to children's individual needs. As a result, children are content and relaxed in her care. They form strong, trusting relationships with the childminder and enjoy her positive interactions. Children are confident and lead their own play. The learning environment is thoughtfully organised so that children have access to lots of interesting toys and activities. They quickly become immersed in their play and concentrate well.

Children are polite, and they behave well. They learn to share and take turns. Children are beginning to learn the language of emotions, which helps them to articulate how they are feeling. Children are supported to learn about the diverse world in which they live. They develop an awareness of the similarities and differences between themselves and others. The childminder ensures that children's own cultures and heritages are celebrated and valued.

The childminder is passionate about developing children's learning outdoors. She plans regular outings where children socialise with others and learn about the natural world. For example, children enjoy visits to a local forest school. Children talk excitedly about the fun they had when they made mud 'soup' in the mud kitchen. They practise their physical skills as they navigate large climbing apparatus and ride on wheeled toys. Children take part in treasure hunts in the nearby woods, and they are beginning to learn the names of the different plants and animals that they see. These experiences enrich children's knowledge and provide them with the opportunity to discover the world around them.

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

- The childminder has a good understanding of how children learn. She plans a broad and well-sequenced curriculum that aims to help children gain the skills needed for their future learning. The childminder uses ongoing observations to monitor the progress children make and what they need to learn next.
- Parent partnerships are good. Before children attend, the childminder finds out relevant information from parents, such as what children already know and can do. She uses this information to extend and build on their learning. The childminder keeps parents informed on the good progress their children make and shares ideas on how they can continue their children's learning at home.
- The childminder regularly meets with other childminders in the area to share ideas and to keep up to date on any new information. She also attends local network meetings and undertakes regular online research and training. The childminder reflects on her practice to help identify strengths and where she can make changes to enhance children's learning.

- The childminder supports children in developing a love of literacy. Children enjoy relaxing on the sofa after choosing their favourite book and become engrossed as they carefully turn the pages. The childminder enthusiastically reads a story to the children about a tiger that came for tea. She brings the story to life using interesting props and intonation in her voice in a way that captures the children's interest. Children continue to explore the props after the story has finished and use their imagination as they set out their own pretend tea party.
- The childminder supports children's speaking and language development particularly well. She introduces new words, provides a narrative and continues the flow of conversation. The childminder asks children questions, providing them with opportunities to think for themselves and express their ideas and opinions.
- Children benefit from opportunities to develop their fine motor skills. They use their hand-eye coordination as they join wooden train track pieces together and show perseverance as they complete small jigsaw puzzles.
- The childminder joins in children's play and skilfully adapts her teaching to meet children's age and stage of development. Children enjoy exploring toy farm animals. They create enclosures to put the animals in and carefully line them up. The childminder asks children if they can recall the names of the animals and the different sounds they make. However, at times, she misses opportunities to further enhance children's early mathematical skills, such as counting and matching number to quantity.
- Children develop their independence. They work together to tidy away the toys when they have finished playing with them. Older children manage and attend to their personal care needs well. The childminder provides praise and reassurance, building on children's self-esteem and confidence in their abilities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is alert to the signs and symptoms that indicate a child may be at risk of abuse. She keeps her knowledge of safeguarding up to date and knows what to do if she has concerns about the welfare of a child. The childminder supervises children well and carries out daily checks to ensure that children play in a safe and secure environment. She is aware that children may access the internet at home and shares guidance with parents to help them identify potential risks.

What does the setting need to do to improve?

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

- support children's understanding of early mathematics, such as introducing numbers and counting, more consistently through their play and activities.

Setting details

Unique reference number	EY308169
Local authority	Staffordshire
Inspection number	10289188
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	4
Date of previous inspection	15 November 2017

Information about this early years setting

The childminder registered in 2005 and lives in Wildwood, Stafford. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

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 took that into account in their evaluation of the childminder.
- The inspector completed a learning walk with the childminder, and they discussed how she implements her educational programme.
- The quality of teaching and the impact on children's learning were observed.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023