

Childminder report

Inspection date: 17 October 2022

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 enjoy the calm, well-resourced setting. They form warm relationships with the childminder, and relish the attention they receive from her. The childminder provides a safe and inviting environment for children and is attentive to their needs, giving them lots of reassurance. She knows children's individual routines well and supports their care needs quickly and effectively. Children are encouraged to be independent in self-care skills, such as putting on coats and shoes. They behave well, overall. The childminder provides gentle explanations to help them understand her expectations. Children respond well to the childminder's consistent approach.

Children display a positive attitude towards learning. They begin to interact and communicate well. The youngest children use gestures when they have not yet learned the words. The childminder gently encourages children, to build their confidence to speak about their wants and needs. Children sing and enjoy recalling familiar stories. They are keen to try new things, and concentrate on their tasks. For example, children focus well as they manipulate play dough and pasta. They expand their vocabulary as the childminder introduces new words, such as 'crunchy' and 'spiky'. Children show their understanding of words as they follow simple instructions, and smile when the childminder praises them.

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

- The childminder successfully uses children's individual interests to extend their learning. For example, she follows children's interests in animals to support their learning in mathematics and to develop their counting skills. Children show curiosity and are keen to learn. The childminder understands the needs of each child and tailors her provision to suit them. For example, she recognises when children are less settled, and gives them the time they need to engage in play.
- A good range of stimulating resources are available, which capture children's attention. The childminder re-evaluates and assesses children's learning needs regularly. However, she does not always focus precisely on what each child needs to learn when planning activities.
- For younger children, the childminder supports their emerging language by role modelling good pronunciation. She regularly comments on objects and narrates what the children are doing. This helps children to extend their vocabulary and give meaning to their actions. When children are listening to their favourite stories, the childminder also asks questions that encourage them to think and develop their ideas.
- The childminder provides opportunities for children to develop their early literacy skills. For example, children access a range of books, and they enjoy making marks in various ways, such as with large, coloured chalks. The childminder

knows exactly when to join in children's play to enrich their learning. For example, she allows children to explore their problem-solving skills as they stack wooden bricks to build their towers. This supports children's physical and mathematical development well.

- The childminder develops some aspects of children's understanding of the world well. For example, children enjoy daily outings to the park, walks to school and visits to local playgroups. However, the childminder provides fewer opportunities for children to learn about different cultures and beliefs, to help them learn about the positive benefits of living in a diverse society.
- The childminder works in partnership with parents to ensure consistency of care for children. She gathers information about children prior to them starting at her setting. She has an effective system in place to monitor children's learning and development, but she misses some opportunities to consistently share identified next steps in children's learning with parents, to enable parents to support this at home.
- The childminder has a positive attitude towards improving her practice. She uses regular opportunities for professional development to ensure that her training is up to date. Partnerships with other settings are effective. The childminder understands the importance of working with the local pre-school to support children who attend two settings.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm, including those of radicalisation. She fully understands the procedures to follow and the appropriate people to contact, should there be any concerns about a child's safety or well-being. The childminder has completed training to support her role and ensures her knowledge remains up to date. She does not allow the older children to access websites, to prevent them accessing any inappropriate content. The childminder is vigilant with her safeguarding procedures to help keep children safe from harm.

What does the setting need to do to improve?

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

- focus planning more precisely on the learning intentions of activities to fully meet each child's individual learning needs
- plan a wider range of experiences that help children to develop their understanding of similarities and differences between themselves and others
- ensure children's next steps are planned and shared effectively with parents to support learning at home.

Setting details

Unique reference number	EY312075
Local authority	Staffordshire
Inspection number	10234954
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 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	11 January 2017

Information about this early years setting

The childminder registered in 2005 and lives in Leek, Staffordshire. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jacqueline Coomer

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 provision.
- The childminder and the inspector had a learning walk around the setting and discussed the learning intentions for children and how the environment is arranged.
- A joint evaluation of a teaching activity was carried out by the childminder and the inspector.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector observed the quality of teaching to assess the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of suitability.

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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