

Childminder report

Inspection date: 25 March 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 their time in this purposefully planned environment. They are free and independent to boost their natural curiosity. Children explore open-ended resources, such as familiar household objects and natural materials. They lead their own play. For example, children collect leaves, twigs, corks and grass. They submerge their hands and fingers into the mix to enhance their sensory experiences. Children know that one object can represent another. For example, they place a bowl on the top of a kettle to improvise as a lid. Children have high levels of concentration. They balance a pine cone on a large silver spoon, which they transport to another area. Children develop secure physical skills and hand-to-eye coordination. They take their time, experiment and test out their ideas in a safe environment. Children are happy.

Children form caring relationships with their peers. They acknowledge their peers' efforts. For example, children say 'wow' when their peers show their creations. Children support their peers to follow the routines. They tell them when it is snack time. Children are secure within an organised routine, where respectful key-person relationships are evident. Children are kind and polite. They use good manners. At times, when children forget to say 'please', the childminder and her assistant support them to 'remember the magic word'.

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

- Children have lots of choice about what they want to play with, indoors and outdoors. They self-select their own resources. Children are confident to extend their own learning experiences. For example, they add magnetic balls to the doll's house. Children add the balls to the bath to pretend they are bubbles. They have good imaginations.
- Children benefit from a wealth of opportunities to develop large- and small-muscle skills during play. For example, they practise turn taking while they engage in a football activity alongside their key person. At times, adult interventions mean children cannot independently practise physical skills. Adults pick children up to assist their needs, before verbally supporting them or encouraging children to try for themselves, for example when children wish to get on a swing or when they need to step onto a low-level stool.
- Children bring items from home to promote communication and language during planned group times. For example, children bring snails to show their peers. Adults extend children's knowledge and experiences by introducing storybooks and factual cards to underpin knowledge. However, the childminder and her assistant do not always extend children's learning during routine play. For example, when children spontaneously find a spider, there is little encouragement to explore or extend knowledge. Children are not always

encouraged to practise or enhance mathematical concepts, such as counting during times of investigation. For example, children do not count how many beetles they find or count the legs on a spider.

- The childminder and her assistant place strong emphasis on teaching children the importance of self-care. They support children to understand the importance of exercise, rest and healthy lifestyles. The childminder and her assistant are good role models for children. They verbally support children to wash their hands. They tell children to 'make a hedgehog'. Children interlock their hands and make the spikes of a hedgehog. Children rub their hands back and forth. This example gives children a comparison between the action and a 'hedgehog' to promote effective handwashing. Children understand the effects exercise has on their bodies. Children feel their heartbeats to identify if it is going 'fast' or 'slow'. Children have a drink after physical play.
- The childminder and her assistant confidently support children's behaviour. They promote turn taking and use distraction to diffuse situations quickly. For example, the childminder and her assistant model how children may wish to use resources to benefit all children. As a result, children develop a sense of belonging. They play nicely together and develop good social skills. The childminder and her assistant use 'wow moments' to celebrate children's achievements. These feed into assessment and planning. The childminder and her assistant evaluate what children can do and what they need to learn next.
- The childminder and her assistant benefit from regular meetings to discuss practice and training needs. The childminder encourages the assistant to observe the childminder's practice. This enhances their knowledge of the curriculum and drives improvement. Together, they set targets to enhance professional development. The assistant benefits from in-house training relevant to her job role.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant display a good knowledge of child protection and safeguarding procedures. The childminder uses supervision meetings to ensure the assistant fully understands her role and responsibilities to safeguard children. They are both aware of signs and symptoms of abuse, including neglect. The assistant knows to refer to the safeguarding policy should she have a concern. This includes female genital mutilation and radicalisation. The childminder and her assistant have a secure understanding of their duty to report any concerns about children's welfare. They are confident to act should they develop concerns about one another's conduct. The childminder and her assistant give respect to children's personal care needs in this open-plan environment.

What does the setting need to do to improve?

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

- identify opportunities to extend children's learning, having more regard for numbers, counting and mathematical concepts within routine play
- review the need for adult interventions to further promote children's physical skills and independence.

Setting details

Unique reference number	EY343916
Local authority	Staffordshire
Inspection number	10066010
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 10
Total number of places	12
Number of children on roll	24
Date of previous inspection	30 July 2015

Information about this early years setting

The childminder registered in 2006 and lives in Cannock, Staffordshire. She operates Monday to Friday, all year round. Sessions are from 7.45am to 5.30pm. The childminder provides funded early education for two-, three- and four-year-old children. She holds a relevant level 3 qualification. The childminder works with an assistant.

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a tour of the childminder's home.
- The inspector observed the interactions between the childminder, assistant and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and the assistant at appropriate times during the inspection.
- Children spoke to the inspector during the inspection.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household and safeguarding and complaint policies.
- The views of parents were considered by 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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