

Childminder report

Inspection date:

26 September 2024

Overall effectiveness	Good
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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

Children are happy, and they flourish in the care of the childminder. They feel safe and secure. The childminder is very attentive to the individual needs of the children. She is caring and nurturing. Children are respected. For example, the childminder asks if she can change their nappy. This means children know what is expected of them and what is going to happen. Children are starting to recognise their own self-care needs. The childminder talks to them about beginning to use the toilet.

The curriculum is well-sequenced and focuses on children becoming happy, confident and independent learners. The childminder and her co-childminder use the children's interests to provide activities and learning experiences to continually build on and enhance their knowledge and skills. There has been a focus on mathematical concepts. Children learn their colours, shapes and counting. They understand concepts, such as behind, underneath and on top. Children are praised when they succeed, which boosts their self-esteem. On the whole, children behave well. The childminder swiftly deals with any unwanted behaviour, and children learn the importance of sharing and being kind to their friends.

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

- The childminder works closely with her co-childminder. She is well qualified and has a good understanding of how children learn and develop. There is a strong focus on continuous professional development. The childminder and her co-childminder attend regular training and evaluate and reflect on what they have learned. This enhances their provision and ensures that the quality of teaching is consistently good.
- Children are encouraged to be independent. For example, they help the childminder to get snack ready. They fetch bowls for their friends. Children hang their bags on pegs. That said, more opportunities could be provided for children to practise their emerging independence, so these become embedded.
- Partnerships with parents are extremely strong. Parents write how fantastic the childminder and her co-childminder are and how they have supported them in their children's development. They write that their children talk about the amazing adventures they have been on. Highly effective communication using an online application and discussions ensure that parents are kept up to date with their children's learning and progress.
- Children are developing a deep love for literacy. The childminder tells a familiar story and leaves gaps for the children to complete the missing word. Children enjoy looking at the pictures and talking about what is happening. They have wooden animals that represent characters from the book. This makes the story interactive and helps children to focus and use their listening skills when asked

who has a certain character.

- There is a strong focus on communication and language within the curriculum. The childminder asks lots of open-ended questions, which promotes children to enhance and build on their speaking skills. She speaks to children about different types of leaves, such as sycamore and oak and where acorns and conkers come from. This supports children's understanding of nature and growth.
- The childminder gathers detailed information from parents about the children's likes and dislikes. This helps her to plan activities in line with the children's interests to enhance their learning. Children recently enjoyed the story of 'Leaf Man'. The childminder provides an activity for them to make their own 'leaf men' using leaves, acorns, conkers and pinecones. However, the childminder is not fully clear about the learning intention for the individual children, especially the younger ones. Consequently, some children lose interest quickly as it does not meet their needs.
- Lots of opportunities are provided for children to enjoy fresh air outdoors. The childminder provides weekly forest school sessions where children build dens and climb trees, which helps promote their physical development. Children are often taken on outings. They enjoy socialising with others and attend local playgroups and soft-play centres. This helps them learn about diverse communities beyond their own.
- The childminder and her co-childminder can support children with special educational needs and/or disabilities (SEND) and have had experience in doing so. They have both attained qualifications to support children with SEND and meet any specific needs. Children are taught about differences and similarities, so they understand why each child is unique.
- Children are learning the importance of keeping themselves healthy. They are encouraged to use individual cloth wipes to clean their hands and faces before and after food. The childminder supports parents to teach children the importance of oral hygiene. They teach children how to clean and brush their teeth. Children benefit from healthy fruit for snack.

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:

- consider how to further provide opportunities for children to practise their independence
- strengthen the learning intent of planned activities to support younger children

to keep them engaged in their learning.

Setting details

Unique reference number	EY346294
Local authority	Staffordshire
Inspection number	10362790
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	6
Number of children on roll	20
Date of previous inspection	31 January 2020

Information about this early years setting

The childminder registered in 2011 and lives in Rugeley, Staffordshire. She co-childminds with her husband who is also a registered childminder. The childminder operates all year round, from 7.30am to 5.30pm, Monday and Friday, and from 7.30am to 6pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder has a level 6 qualification in early years. She provides funded care and early education for children and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Johanna Holt

Inspection activities

- 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 children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector reviewed written feedback that parents had provided about the childminder and took account of their views.

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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