

Childminder report

Inspection date:

13 September 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend with the childminder. They build secure attachments with her and thrive from the nurturing care she provides. They gain confidence in a range of situations, develop good social skills and happily play with their friends and the childminder. For example, children look forward to meeting up with their friends to celebrate birthdays and important milestones, such as starting nursery. They excitedly help to prepare healthy snacks and talk about what they will do when their friends arrive.

The childminder has a good understanding of how young children learn. She provides children with an interesting range of learning experiences and a secure foundation in their learning, which helps them to make good progress. The childminder provides regular opportunities for children to build their muscle strength and develop a sense of adventure. Children strengthen their arm, leg and stomach muscles as they climb trees and use their arms to swing safely on play equipment.

Young children successfully learn to manage their feelings and behaviour. The childminder has a good understanding of how to help children learn to regulate their feelings. Children learn breathing techniques and use these to help them when they feel frustrated. For example, they blow hard to keep scarves floating in the air. The childminder skilfully teaches children about what is expected of them. For example, she teaches them that teeth are for eating and smiling and not for biting people.

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

- The childminder reflects well on her provision and has taken effective action to improve the service she provides. For example, she has reviewed her practice to ensure that she provides the same opportunities for boys and girls. She is committed to continually developing her professional knowledge and keeps up to date with changes. Recent training has helped her to extend her knowledge to further support children's mathematical understanding.
- The childminder works in partnership with parents effectively to support children's continued learning at home and in her setting. Parents say that they are pleased with the progress their children make, particularly with their social skills and language development.
- The childminder monitors children's progress carefully. She noticed that children needed further support with their social interactions following the COVID-19 (coronavirus) pandemic and skilfully adjusted her teaching to help them. She has a detailed knowledge of each child's needs and has a thorough understanding of what they need to learn next. However, during some adult-led

activities, the childminder completes tasks for children, which slightly limits the opportunities for them to further build their knowledge and skills.

- The childminder supports children's communication and language development skilfully. She supports their listening skills well. Children discuss the sounds made as they crunch eggshells. They listen attentively and respond to instructions. The childminder helps children to learn how to speak in simple sentences and the correct words to use. For example, children learn to start a sentence with 'I' rather than their name. Older children learn how to adapt the language they use and their tone of voice to communicate with babies. This shows their understanding of how to use language in different situations.
- Children concentrate well and show high levels of engagement. However, the childminder overlooks opportunities to challenge children even further and use their thinking skills to find solutions to problems they encounter.
- The childminder supports children's health well. She follows good hygiene routines to keep children safe and to minimise the spread of infection. Children learn the importance of regular and thorough handwashing. The childminder has identified how she can support children's oral health, for example, by ensuring that drinks children have between meals and snacks do not contribute to tooth decay. Children know how to look after their teeth and about careful, regular brushing. They learn to manage their self-care routines well.
- The childminder successfully helps children to develop their mathematical understanding. Children develop their understanding of number and quantity, and they use words to talk about fractions of an apple, such as a 'half'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her own safeguarding knowledge updated regularly. She has a good understanding of safeguarding matters and the procedures to follow if she has concerns about a child's well-being. The childminder knows how to report concerns about childcare issues. She understands about risks to children online and how they can be influenced by people who have extreme views. The childminder makes careful risk assessments of her home, garden and places they visit. She is alert to hazards when children sleep at her home overnight and takes effective measures to keep them safe.

What does the setting need to do to improve?

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

- identify how children's learning experiences can be extended during adult-led activities, to help them to further build on their knowledge and skills
- increase opportunities for children to use their knowledge to solve problems and challenge their critical-thinking skills even further.

Setting details

Unique reference number	EY355553
Local authority	Staffordshire
Inspection number	10131068
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 2
Total number of places	12
Number of children on roll	3
Date of previous inspection	30 October 2019

Information about this early years setting

The childminder registered in 2007 and lives in Loggerheads, Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for two weeks at Christmas. The childminder holds a relevant degree. She provides overnight care.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector had a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the childminder, children and parents.
- The inspector sampled some of the childminder's documentation, including the safeguarding policy and procedures.

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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