

Childminder report

Inspection date: 24 September 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The childminder provides children with plentiful activities and experiences, both in the setting and the wider community. For example, children attend childminder groups to refine their concentration and social skills in a larger group. They establish friendships with residents at the local care home and take part in forest school sessions, where they deepen their understanding of the natural world. Children display delightful social skills as they take turns both in conversation and sharing resources. They work very well as a team to problem solve. For instance, when building a tower out of various-sized stones, they strategically discuss placing the bigger stones at the bottom to support the weight.

The childminder promotes children's independence exceptionally well. For example, children learn to manage their own self-care routines. They use the 'nose-blowing station', address their own toileting needs and wash their hands well. This develops their confidence in their own abilities. The childminder has clear and consistent boundaries, which all children respond to exceptionally well. For example, she ensures that all children have an opportunity to be first in the line and explains why it is important for others to also have a turn. She actively encourages children to voice their feelings and ideas and highly praises them for making 'kind choices'. This promotes children's happiness and sense of security in a positive way.

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

- The childminder's curriculum is ambitious. This means that she constantly reflects on the experiences that children receive and how she can extend their learning to an even higher level. For example, after the children have finished building a tower, she provides them with a measuring tape to measure its height and they compare its size to other objects in the room. Parents and carers positively comment on how the childminder involves them in their children's learning and how she carefully considers their views when planning for children's individual needs.
- The childminder differentiates activities to reflect children's interests and abilities. For instance, she organises a 'name hunt' around the garden to help older children recognise their name. Name cards are purposefully colour-coded to help younger children find their name. This means that every child succeeds in their learning.
- The childminder is a strong listener, giving children time to talk. This gives them the confidence to share their ideas out loud. For instance, children knowledgeably discuss concepts such as cause and effect when identifying that the lentils are 'sticky' because they have been mixed with water.
- Children focus deeply on their learning. For instance, they show high levels of concentration as they hull a strawberry with a safety knife and carefully place it

onto a cocktail stick, developing their hand-eye coordination.

- Children have a strong awareness of the routines in place. For instance, they know to tidy up the toys before starting a new activity and to wash their hands before making 'fruit kebabs'. The childminder regularly involves children in decision-making about their day. As a result, children learn to take the lead.
- The childminder presents information clearly to children, modelling language exceptionally well. She frequently introduces new words and uses them in context. For instance, children learn the word 'Velcro' as they fasten the doll's nappy. The childminder asks children open-ended questions to create discussions. Consequently, children are competent communicators.
- In response to recent mathematical training, the childminder focuses her practice on strengthening children's knowledge of number, successfully weaving mathematical language into their play. For instance, as children cut up pieces of fruit to make patterns, she introduces words such as 'halves' and 'thirds'. This promotes children's early awareness of fractions.
- The childminder is extremely passionate about her work and is self-motivated. For example, she conducts her own research to find out more about child psychology to further support children's behaviour and emotional development. She regularly attends webinars and training, implementing what she has learned into practice. She assesses what works particularly well and what could be done better to continuously improve her practice.
- The childminder demonstrates secure knowledge of how to support children with special educational needs and/or disabilities. For instance, she knows to share any developmental concerns with parents and signpost them to extra support and guidance when needed.
- The childminder demonstrates good working relationships with local schools ahead of children's transition into Reception. However, the same level of consideration is not given to support children who go on to share their education across two settings. This does not help children to settle in their new setting or promote continuity in their learning.

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:

- strengthen partnerships with all settings that children attend to ensure information is shared in preparation for their transitions and to promote continuity in learning.

Setting details

Unique reference number	EY390173
Local authority	Staffordshire
Inspection number	10358031
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	12
Date of previous inspection	11 December 2018

Information about this early years setting

The childminder registered in 2009 and lives in Weston, Stafford. She operates her provision all year round, from 7.30am to 6pm, from Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She receives funding for two-, three- and four-year-old children.

Information about this inspection

Inspector
Mikaela Stallard

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The views of parents were considered by the inspector through feedback forms.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working 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.

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