

Childminder report

Inspection date: 29 April 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend in the childminder's welcoming and nurturing home. They settle quickly and form strong attachments with the childminder, who is highly responsive to children's individual needs. Children are secure in their familiar routines and are keen to learn. They confidently choose what they would like to play with. Children concentrate well on things that interest them. For example, they use scissors to add a variety of fresh herbs to their play dough, which helps to develop their hand-to-eye coordination effectively.

The childminder plays alongside children and reminds them about good behaviour. Children understand how to be kind and play cooperatively with one another. They learn to take turns with support from the childminder. She provides children with lots of praise and encouragement. Young children learn to manage their own personal care needs, such as putting on their coats and shoes.

Children enjoy being outside and they have regular opportunities to explore their local community with the childminder. They attend forest school sessions, visit the farm, and go on trips to the park and library. This helps them to develop confidence in new social situations. The childminder supports children well to develop the skills they will need when they move on to school.

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

- The well-qualified childminder arranges her home and resources effectively to ensure that children can make choices in their play and learning. This encourages them to explore, investigate and develop their own interests and ideas. The childminder thoughtfully provides a broad range of activities and experiences that covers all areas of learning. The childminder makes sure that the activities she provides capture children's interests. Children are motivated to join in.
- Overall, the childminder promotes all aspects of the curriculum well. The childminder carries out ongoing observations of children's achievements, which helps her to identify any gaps in children's learning. However, she does not always focus precisely on what each child needs to learn next when delivering activities. This means that the childminder sometimes misses opportunities to fully extend activities and challenge children to maximise their learning.
- The childminder supports children's communication skills well. She understands how to engage children in conversation and models language well. The childminder is skilful in how she asks children questions and is aware of the importance of allowing them time to think and respond. The oldest children speak confidently about what they have done with the childminder while they look at photos.

- The childminder provides children with a variety of opportunities for mark making. Older children enjoy completing a checklist of insects when they find them. Children are inquisitive and enjoy role-play opportunities. They use a teabag to make pretend tea for the childminder and are able to skilfully pour water and balance the cups and saucers.
- Children develop a love of books from an early age. The childminder engages them throughout the day with stories. Children use their language to communicate what they want. For example, they ask the childminder for a specific book that they want to look at. Younger toddlers learn to speak and understand that words and sounds have meaning. For instance, they make the correct animal noises when listening to a story about different farm animals.
- The childminder has good relationships with the parents of the children she cares for. Parents comment highly on the service that she provides. The childminder holds regular discussions with them about their children's progress. She shares ideas with them so that they can support their children's learning at home.
- The childminder reflects on her practice and evaluates the effectiveness of her provision. The childminder is committed to her ongoing continuous professional development. She completes training courses to develop her knowledge and practice. For example, the childminder has completed training recently to strengthen ways she develops imagination and creativity in young children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the importance of her role and responsibilities. She is familiar with the possible signs that a child may be at risk of abuse. The childminder knows how to protect children and regularly updates her knowledge and skills in regard to all aspects of safeguarding matters. She knows what to do if an allegation is made against her and the procedures to follow if she has to report a concern. The childminder implements robust policies and procedures. She considers risks to children in her home and manages these effectively to keep children safe.

What does the setting need to do to improve?

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

- ensure that curriculum planning links more precisely with children's next steps so that they make the best possible progress.

Setting details

Unique reference number	EY413781
Local authority	Staffordshire
Inspection number	10116171
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 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 April 2016

Information about this early years setting

The childminder registered in 2010 and lives in Wilnecote. 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 6. She provides funded early education for three- and four-year-old children.

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 her evaluation of the setting.
- The inspector and the childminder had a learning walk across all areas of the childminder's home to understand how the early years provision and the curriculum are organised.
- The inspector and the childminder carried out a joint evaluation of an activity.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection. The inspector viewed the written views of parents.
- The inspector looked at a sample of the childminder's documents, including evidence of the childminder's suitability and training.

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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