

Childminder report

Inspection date: 19 April 2024

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

The childminder knows children well. This means she is extremely aware of how to best support their individual needs. For instance, when babies become restless, she quickly serves them their food to ensure that they benefit from nutrition before they go to sleep. Children engage in a wealth of activities both indoors and in the garden to promote healthy lifestyles. For instance, each morning, they partake in a 'wake up and shake up' activity to get their bodies moving, and they learn the importance of rest during quiet times.

The childminder and her assistants have high expectations of children; therefore, they involve them in creating their own rules. These rules are appropriate for children of all stages of development and are reinforced consistently to promote their behaviour and safety. Children receive lots of meaningful praise, promoting their understanding and happiness. For instance, the assistants say 'good waiting' as children patiently wait for their turn to wash their hands.

Routines are organised effectively to strengthen children's outcomes. For example, the childminder explains how time away from the children to prepare meals had previously interrupted their learning. As a result, she now encourages parents and carers to provide children with a packed lunch. Additionally, she has introduced more opportunities for children to use cutlery during the day. This ensures that any changes implemented do not impact children's opportunities to practise feeding themselves.

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

- The childminder has a wealth of experience in supporting children with special educational needs and/or disabilities. She works fantastically with her assistants to adapt practice, ensuring that all children can learn and explore safely and with purpose. The childminder uses observations and assessments to identify children's needs correctly, actively liaising with external professionals to create a joint approach to children's learning.
- Children develop healthy habits that support their long-term well-being. For instance, they learn to 'wash away the germs' when handwashing, and they are highly praised for 'catching their cough' in their hands. This reinforces expectations for good hygiene. Parents report on the childminder's 'inclusive practice', including how she supports children's dietary requirements. They highlight the 'exceptional care for food safety standards'.
- The childminder delivers a well-thought-out curriculum that provides all children with a breadth of experiences to broaden their understanding of the world. For instance, children learn to take care of the environment through litter picking and turning off the lights as they leave a room. Additionally, they engage in

meaningful conversations with the childminder and her assistants to develop a deeper understanding of where their food comes from.

- The childminder creates a language rich environment. For instance, she ensures that children have access to a wide range of books and written materials, including menus and magazines. The childminder and her assistants purposefully model language to children, such as 'twisting' and 'squeezing' as they mould with play dough. This nurtures their developing language skills.
- The childminder and her assistants frequently encourage children to make choices for the resources they use and the songs that they sing, and they gently remind them to use their words and to ask for help. However, on occasions, they do not fully give children the opportunity to lead their own learning. This does not encourage children to consistently think and do more for themselves.
- The childminder and her assistants teach children mathematics at every suitable opportunity. For example, they ask questions to promote children's knowledge of size, such as, 'Is the head larger or smaller than the body?' and as children count the prickles on a familiar character's back, the assistants challenge them to count one more. This extends children's knowledge of number.
- There is a reflective culture that contributes to better practice throughout the setting. For example, the childminder uses technology to help her to observe what is working well and what needs to improve. Peer observations are a positive experience for the assistants and are seen as a 'time to shine'. Additionally, the childminder and her assistants attend relevant training and conduct professional research to build on their knowledge and skills.
- Funding is spent appropriately to meet the developmental needs of those children from disadvantaged backgrounds. For example, the childminder buys additional resources for parents to extend children's learning at home. Parents highly praise the childminder for the information they receive regarding their children's learning and development. They comment on how well she prepares children for school.

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:

- provide children with more opportunities to lead their own learning, consistently encouraging them to think and do more for themselves.

Setting details

Unique reference number	EY440008
Local authority	Staffordshire
Inspection number	10335073
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 8
Total number of places	12
Number of children on roll	17
Date of previous inspection	4 June 2018

Information about this early years setting

The childminder registered in 2012. She lives in Burton-on-Trent. The childminder has three assistants. Two of the assistants hold an appropriate level 3 qualification and the childminder holds a level 6 qualification. The childminder operates all year round, from 7.30am to 5.30pm, Monday, Wednesday and Thursday, and from 7.30am to 5pm on Tuesdays, and from 7.30am to 4pm on Fridays. She provides funded early education for two-, three- and four-year-old children.

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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk.
- The inspector carried out a joint observation with the childminder.
- The inspector held discussions with the childminder, the assistants and the children at appropriate times during the inspection.
- The views of parents were considered by the inspector through verbal discussions, questionnaires and emails.
- 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.

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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