

Childminder report

Inspection date: 13 September 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

Positive interactions help children to feel safe and emotionally secure. For instance, the childminder sings 'This Little Piggy Went to Market' as she massages children's individual toes. At the end of the song, young children excitedly kick their legs in anticipation of being tickled. The childminder is always available when children need a cuddle. She wraps her arms around them and gently rubs their back. The childminder positively responds to children's cues. For instance, when children with limited language point to the back door while holding a toy boat, she provides opportunities for them to engage in water play outdoors. She emphasises key words like 'boat' and 'water' to extend their understanding and vocabulary.

The childminder helps children to understand and follow daily routines. For example, children are taught to wash their hands after playing outdoors to promote their health and hygiene. The childminder washes her own hands alongside children to model expectations. She gives them time to develop essential skills at their own pace, such as supporting them to feel the water as it flows over their hands. The childminder gives children notice before any changes to the routine. For instance, she encourages children to have one more turn on the slide before they go indoors. She gives them time and space to finish their play. This promotes their good behaviour and happiness.

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

- The childminder has clear expectations of what she wants children to learn in preparation for their school readiness. She understands the importance of a sequenced curriculum that builds on what children already know and can do. However, the childminder has not fully considered gathering information about children's development from parents and carers when children first start. This means learning is not maximised from the very beginning.
- Parents are happy with the care their children receive and progress that they make. They positively comment on the information the childminder shares about their children's day. However, the childminder does not always share children's next steps for learning with parents so that they can continue children's learning at home.
- The childminder develops partnerships with other professionals involved in children's care and education. For example, she shares information with teachers about children's development to support a smooth transition to school.
- The childminder knows individual children well. She plans activities that take into consideration their interests and learning styles. For example, she ensures that highly inquisitive children have ample opportunity to enhance their learning outdoors. However, at times, children's learning is affected by the television being on. They lose focus in their play as they stop to briefly watch the

television.

- Children regularly go out into the community to learn about the world. For example, they attend local playgroups to strengthen their social skills and take bus rides to enhance their interest in transport. This boosts children's cultural capital.
- The childminder understands her responsibility to observe and monitor children's development. For example, she completes the progress check at age two to identify any gaps in children's learning. She knows to refer any developmental concerns to the relevant agencies and to signpost parents to local services. This ensures that children with special educational needs and/or disabilities and their families get the additional support that they need.
- The childminder models how to use resources and uses clear language when talking to children about their play. For example, as children explore the new water wall, she gives them some instructions to help them successfully fill up their cups with water before pouring it into the drainpipes at the highest point. She supports children to notice environmental sounds, such as the birds 'chirping' in the trees and the sound of water. This strengthens children's developing language skills.
- The childminder demonstrates a positive attitude towards her continuous professional development, ensuring her knowledge and skills are up to date. For example, she has recently completed further qualifications to strengthen her knowledge of child development and works closely with the local authority coordinators to create a stimulating and age-appropriate setting.

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:

- gather more detailed information from parents about children's starting points at registration to inform the curriculum from the start
- embed plans to further strengthen information sharing with parents so that they are clear about children's next steps and how they can extend children's learning at home
- reduce background noise, such as from the television, to strengthen children's engagement in their learning.

Setting details

Unique reference number	EY450023
Local authority	Staffordshire
Inspection number	10360499
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	6
Date of previous inspection	8 January 2019

Information about this early years setting

The childminder registered in 2012 and lives in Tamworth, Staffordshire. She operates all year round, from 8am to 5.30pm, Monday to Friday. The childminder holds a qualification at level 3. She is eligible for 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 her intentions for children's learning.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The views of parents were considered by the inspector.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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