

Childminder report

Inspection date: 21 June 2023

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 benefit from an extremely well resourced playroom and outdoor area, with activities that quickly capture their attention. For example, children show high levels of sustained interest as they use the coloured water to mix primary colours together to create new ones. Their ideas are supported well as they make pretend perfume and potions using petals from the dried flowers. New vocabulary is introduced well to help extend their language.

Children are clearly very confident and happy in this nurturing environment. They respond well to changes in the routine. For example, children sing along and put the resources away when the music plays and it is time to tidy up. All children, including the youngest, competently use a range of writing equipment and various tools as they play. They skilfully use balls, rope swings and wheeled toys, and climb with confidence. Children thoroughly enjoy their daily story session, and delight in repeating the rhyming words and eagerly ask questions about the illustrations. The childminder and her assistant give children the time they need to explore and follow their lead as they play. For example, children pretend to find the dinosaurs in the sand, and their imagination and language are extended through further questioning.

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

- Significant progress has been made since the last inspection. The childminder has made extremely good use of a variety of training and support to help her extend her knowledge and develop her practice. She provides children with a rich and exciting environment that ignites their curiosity and promotes their learning across all areas. The childminder places an exceptional focus on promoting children's physical development. Children have excellent opportunities to be physical and build their shoulder, hand and finger strength.
- The childminder has a deep understanding of how to promote positive behaviour so that children develop self-control and form positive relationships with others. She uses a creative range of strategies to encourage children to talk about their feelings and behaviour. The childminder sensitively validates children's heightened emotions to help them calm down, and skilfully helps children recognise the impact of their behaviour on others.
- Books are successfully woven into the curriculum to entice children to learn and support their language and literacy development. For example, the childminder uses books and stories linked to children's interests to help build on what children are learning. She links their favourite stories to exciting activities to motivate them to learn. There is a good range of visual aids and story props to help capture children's imagination and sustain their interest.
- Children make good progress across all areas of learning and excellent progress

in their physical development. The childminder uses her observations of what children can do and identifies their next steps in learning to help them progress. However, the childminder does not always make the very best of children's next steps information during activities to help them make rapid progress. Particularly, in some aspects of their mathematical development.

- There are strong systems in place to support children who have special educational needs and/or disabilities. The childminder has a good understanding of children's individual needs. She places a sharp focus on ensuring that the environment is safe and provides targeted interventions to support these children to help them make progress over time.
- The childminder teaches children about the needs of others and places a high focus on teaching children about disability. For example, children learn how to show care and concern and help one another. They are encouraged to talk about their home lives and about their similarities and differences. However, the childminder does not create enough opportunities for children to use their home languages and learn about communities beyond their own experience.
- There are strong systems in place to include parents in their children's learning. They are kept well informed about their children's progress and this helps them extend their learning at home. Parents say they are consulted regularly. They are impressed by the range of experiences on offer and the progress their children make.

Safeguarding

The arrangements for safeguarding are effective.

All household members are vetted and suitable. There are effective recruitment, induction and supervision systems in place to ensure that the assistant employed is suitable and her ongoing suitability assessed. The childminder and her assistant have a good understanding about the types and signs of abuse and the procedure to follow if they have a concern. Safeguarding children is a clear priority. The home is clean, safe and suitable, and daily checks are carried out to remove and minimise any potential hazards. For example, high-risk activities, such as the swings and the rope swing, are monitored closely and children learn how to use them safely.

What does the setting need to do to improve?

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

- increase the opportunities for children have to use their home languages and learn about communities beyond their own experience, to help further support their understanding of diversity
- make the very best use of children's next steps information during activities to help challenge their learning even further and support children to excel in their progress.

Setting details

Unique reference number	EY451792
Local authority	Staffordshire
Inspection number	10254448
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 7
Total number of places	12
Number of children on roll	13
Date of previous inspection	2 September 2022

Information about this early years setting

The childminder registered in 2012 and lives in Hednesford. Her provision operates all year round, except for bank holidays and family holidays, from 7.30am to 6pm, Monday to Friday. The childminder and her assistant hold an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Parm Sansoyer

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector and the childminder completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household and working on the premises.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector took account of the views of parents.

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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