

Childminder report

Inspection date:

28 September 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The children are very happy and content at this setting. They are greeted by the childminder with a smile and her bubbly enthusiasm. Children feel secure as they enthusiastically start exploring the interesting range of age-appropriate resources. Children enjoy talking about eating healthy apples and eggs, and tell the childminder, 'Eggs come from chickens'. They are eager to demonstrate their knowledge and listen carefully as the childminder extends their learning. She asks them where chickens live. Children show their interest in learning as they start to discuss a trip to the farm where they saw chickens.

Children are helpful and use their physical skills to balance and carry resources to the table for an activity. They explore different types of bugs and natural resources, such as miniature wooden tree trunks. Children recognise numerals and count the bugs as they carefully balance the toy bugs on top of the tree trunks. The childminder supports their confidence and self-esteem as they ask her to take a photograph of their creations. She asks questions to develop children's knowledge and understanding, such as, 'Is that a big one or a little one?', and they respond, 'I am going to measure it'. Children compare sizes and learn about quantities. They are extremely well mannered and kind to each other. Children share resources and celebrate their friends' achievements as they clap their hands and say, 'Well done'.

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

- The childminder provides a curriculum for children that enhances their learning in all areas. She makes her own observations of children and collects regular information about their development from parents. This information is used to create children's next steps and is evidently demonstrated as children show curiosity and confidence during their play.
- The childminder has an effective way of how she self-evaluates her practice and provision. She welcomes other childminders to observe her practice and provide feedback to enable her to make improvements where necessary. This feedback is helpful for identifying her professional development. For example, she attends a training course about self-evaluation, and consequently introduces a monitoring sheet to ensure children are accessing all areas of learning.
- Children make new memories when they enjoy outings to the local park and woodland area with the childminder. They practise their physical skills as they climb hills and navigate their way around large trees. The childminder visits other local childminders where children meet different adults and make relationships with different groups of friends. This supports their social skills well.
- Children are exceptionally well behaved as they listen to the childminder's

instructions and guidance. They wash their hands and wait patiently for others to join them at the dinner table. Children listen to one another and contribute to conversations. For example, they raise their cups as they say 'cheers' to each other.

- The childminder teaches children about each other's cultures and differences. They learn about Chinese New Year when they read books and try new food. Children are aware of each other's different skin tones and family dynamics as they play with various dolls and talk about their home life. However, the childminder does not introduce a wider range of cultures, religions and beliefs to children, so that they are fully prepared for a diverse society.
- The childminder makes strong links with staff at local schools and supports children's transition to school effectively. She shares children's developmental stage with teachers prior to their start date, helping other professionals to plan and prepare appropriate learning opportunities. However, the childminder has not made strong links with staff at children's other settings. This means that not every professional has a clear overview of the children's progress, in order to implement consistent learning targets.
- Parents are extremely happy with the care and support their children receive. They comment on how helpful and accommodating the childminder is when they require extra sessions and advice. The childminder involves parents with planning their children's next steps and, due to this, parents feel reassured that their children are receiving consistent learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates good knowledge of how to identify signs and symptoms of abuse. She knows which agencies to contact should she have a concern about a child's well-being. Children are protected from abuse. The childminder carries out regular risk assessments to protect children from potential dangers. She teaches children about keeping the environment safe. For example, she encourages them to remove objects which may be a trip hazard and reminds them about putting resources away in the correct box to protect young babies from choking hazards. Children are taught how to wash their hands to protect them from illness and infection.

What does the setting need to do to improve?

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

- work more closely with staff in other settings that children also attend to promote further continuity in their learning to enhance their outcomes.
- focus planning more precisely on expanding children's knowledge about different cultures, religions and beliefs.

Setting details

Unique reference number	EY476862
Local authority	Staffordshire
Inspection number	10236358
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	6
Number of children on roll	8
Date of previous inspection	16 November 2016

Information about this early years setting

The childminder registered in 2014 and lives in Tamworth, Staffordshire. She works with a co-childminder. The childminder operates on Monday and Friday before and after school, and on Tuesday, Wednesday and Thursday from 7.30am until 5.30pm, all year round, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nancy Hitchcock

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector reviewed documentation and suitability checks for other adults living on the premises.

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

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