

Childminder report

Inspection date: 23 October 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

Children demonstrate that they feel happy, safe and secure in the care of this knowledgeable and patient childminder. They confidently leave their parents at the door and seek out their friends to play with. They show a strong sense of belonging. The childminder and the children are polite and caring to one another. The childminder's home is filled with constant praise. Children take pride in their achievements, and the achievements of others. For example, they say 'good job' when their friends complete a task. This creates a safe learning environment where children are confident to have a go. Children demonstrate a good knowledge of the boundaries in place and respond well to gentle reminders from the childminder. For example, when children want to play shop, they know they have to choose another toy to put away.

The childminder knows children well and has high expectations for them. She interacts with children extremely effectively as they play and engage in activities. For example, when children play with building blocks, she plays alongside them, suggesting and modelling how they could build a castle. Children make a car to transport the Queen, together they discuss where the Queen might like to travel to. This method of teaching is highly effective, adding extra dimensions to children's play and enhancing their imaginative play.

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

- The childminder provides a curriculum that aims to support children to be happy, curious and confident learners. She provides a range of experiences to support their interests and progress in their learning. Trips out in the local community are an integral part of the childminder's curriculum. These trips create meaningful and memorable learning experiences. For example, while out in the car, they discuss how they have driven 'under the big bridge' and 'over the small bridge'. Children constantly recall their experiences, which helps to consolidate their learning.
- The childminder holds long and meaningful conversations with children. This supports their communication and language development wonderfully. Children share their thoughts and ideas. They engage in the art of conversation, listening, responding and taking turns. This helps children to practise their new vocabulary and deepen their understanding of communication.
- The childminder's home is rich in talk, stories and singing. Children initiate story time, choosing books from their recent trip to the library. They quickly become engrossed. They listen intently, study the pictures and share their ideas. Some children read independently. They choose from a range of storybooks and informational text and discuss what they see on the page. Children copy the actions and rhymes of familiar songs throughout the day.

- Mathematics is seamlessly incorporated into daily routines and children's play activities. For example, children identify and match colours. They fill and empty containers. Children count objects, and they learn to add one more and one less. The childminder supports children well to develop their knowledge of early mathematics.
- The childminder works well in partnership with parents to support children's individual needs. Parents are happy with the care that their children receive. The childminder regularly shares information about activities and how they link to children's learning. However, she does not consistently provide parents with information about how they can continue children's learning at home to support continuity in their development.
- Children acquire good skills in understanding the world around them. The childminder explains everyday events to children. She further helps children to understand the wider world that we live in. Children learn about different traditions and the cultural and religious festivals of others.
- The childminder is reflective of her practice and evaluates the impact of her teaching on children's learning. She engages in training opportunities, and she networks with other childcare professionals to continue her professional development.
- The childminder discusses how she would support children with special educational needs and, or disabilities, working in partnership with parents and other professionals involved in their care. She also has strategies in place to support children with English as an additional language. This helps to ensure good outcomes for all children.

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:

- strengthen information shared with parents to help them continue children's learning at home to enhance children's learning to an even higher level.

Setting details

Unique reference number	209445
Local authority	Staffordshire
Inspection number	10365975
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	2 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	19 February 2019

Information about this early years setting

The childminder registered in 2000 and lives in Stone, Staffordshire. She operates all year round, from 9am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3 and provides government funded education.

Information about this inspection

Inspector

Roxanne Mason

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the early years foundation stage curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and the children.

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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