

Childminder report

Inspection date: 12 March 2020

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 professional childminder is caring and has a calm nature. Children are happy and relaxed in the childminder's inviting home. They confidently choose from an array of interesting and age-appropriate toys and resources and become engrossed in their learning. Children have developed close bonds with the childminder, which helps them to feel safe and secure. Children are confident and show strong self-esteem. They proudly show off their achievements and welcome the praise they receive. Children's behaviour is superb. The childminder is a very positive role model and has high expectations of them. Children are very respectful to each other and the childminder. They take turns, share and use their manners with little or no prompting. Children have enjoyable and exciting opportunities to learn about the world around them. For example, they have lots of fun travelling on the bus and going on train journeys to the next village. Children have daily opportunities to be physically active. They go on walks within the community and have fun practising their coordination and balance skills on apparatus at National Trust areas. Children have opportunities to role play and use their imagination. They enjoy playing with dolls and say 'cheese' as they pretend to take photographs. Children thoroughly enjoy spending time with the childminder and eagerly involve her in their play.

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

- Children learn through a balance of adult-led and child-initiated learning experiences. They have fun as they use finger paints to decorate Mother's Day cards and chat about the different colours. Although the childminder plans enjoyable activities, she does not always give children enough time to explore the activity even further, to support them to freely express themselves creatively.
- Children learn about nature and living things. They confidently talk about the animals they see when they visit the farm and enjoy planting sunflower seeds and watch them as they grow. The childminder teaches children about different cultures and celebrations to help them develop an awareness and understanding of diversity.
- Children become deeply engaged in their chosen play. They concentrate on building small constructions out of blocks and excitedly exclaim that they have made 'a big tower'. The childminder encourages children to problem-solve and introduces mathematical language and concepts such as counting, shape and size. Children play harmoniously together for long periods of time. They display a positive attitude to learning and make good progress from their starting points.
- Children are supported to develop a love for books. They happily snuggle up to the childminder and listen intently as she reads to them. Children benefit from

trips to the library where they take part in enjoyable activities.

- The childminder teaches children how to keep themselves safe. She talks to them about 'stranger danger' and road safety. The childminder protects children from the risk of germs through effective hygiene practices. Children are supported to carry out small tasks and manage their own self-care, appropriate for their age and stage of development.
- The childminder seeks the views of parents to help her identify areas to improve on and to enhance her already good practice. The childminder observes children as they play and monitors the progress they are making, which helps to identify the next steps in their learning. The childminder has established good links with the local school and finds out how to best prepare children for their eventual move to school.
- The childminder keeps her knowledge up to date and completes regular online training, which helps to strengthen the quality of her practice and outcomes for children. She frequently meets with a childminder network group to share skills and ideas of best practice. Children develop wider friendships and their social skills as they play with other minded children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that may indicate a child is at risk of abuse or neglect. She has excellent knowledge of safeguarding protocols and actions to take if there are any concerns over a child's welfare. The childminder keeps her knowledge up to date on wider safeguarding issues, including how to prevent children from being drawn into extreme situations. She implements a variety of records, policies and procedures which help to support children's welfare. Her home is safe and secure. The childminder is qualified in paediatric first aid and understands her responsibility to protect children from harm.

What does the setting need to do to improve?

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

- extend and adapt planned activities to further support and encourage children to freely express themselves creatively.

Setting details

Unique reference number	209580
Local authority	Staffordshire
Inspection number	10072551
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	4
Number of children on roll	9
Date of previous inspection	28 January 2016

Information about this early years setting

The childminder registered in 1998 and lives in Harrieseahead, Stoke-on-Trent. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- The inspector completed a learning walk with the childminder and discussed how she implements her educational programme.
- The quality of teaching and the impact on children's learning were observed.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living 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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