

Childminder report

Inspection date: 31 May 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 enjoy their time at this setting. They engage well in role-play activities to build on what they already know about the world around them. For example, children say 'beep beep' as they turn the dials on a pretend oven, and they wait for a few seconds before celebrating that their 'food' is cooked. The childminder teaches children to use the oven gloves to prevent them from 'burning their fingers'. This helps them to understand the safety aspects involved. Children benefit from real-life experiences in the community, such as trips to the dentist to learn about oral health. They meet up with other childminders and their children at the local toddler groups to develop their social skills prior to moving on to school.

The childminder uses routine activities to promote children's learning. For instance, at tidy-up time, children learn to follow simple instructions, and they practise their turn-taking skills as they help the childminder to put away a puzzle. The childminder highly praises children for their help. This motivates them to take part in further age-appropriate tasks, such as carrying the toys back to the playroom, modelling good behaviours. Toilet training is a positive experience for children, and their achievements are greatly celebrated. They learn to flush the toilet, wash their hands and put their old nappy in the bin. This helps children to develop confidence in their early self-helps skills. They feel safe and secure.

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

- The childminder has a clear focus on what she wants children to learn. She brainstorms ideas to ensure that all areas of learning are incorporated into teaching. Indoors, children have access to a wide range of resources and activities to embed their knowledge of subjects that are taught. However, the same emphasis is not given to the outdoor curriculum. This does not help to maximise children's learning.
- Children make steady progress in their communication skills. The childminder repeats words back to children to promote language clarity, and she continues the conversation. She sits and reads familiar stories to children encouraging them to talk about their experiences and share their views. However, at times, the childminder does not respond to children's interests quickly enough. Consequently, children do not always lead their own learning, having full control over where they want to play and what they want to do next.
- The childminder uses the required progress checks when children are two years old to assess their learning and measure progress. She shares this information with parents and carers and encourages them to further liaise with health visitors. The childminder is confident in identifying any gaps in children's development and provides them with personalised next steps to ensure that they do not fall behind in their learning.

- The childminder successfully introduces children to early mathematics. For instance, children regularly practise number sequences as they count the number of steps on the stairs and the teeth in the toy crocodile's mouth. They say 'one, two, three' before shooting a toy rocket into the air. Children learn about size comparison; they recognise patterns and match colours. They understand mathematical concepts well.
- The childminder keeps her knowledge up to date by attending regular webinars and reading local authority updates. She actively finds out about early years statistics to understand what key things are important to focus on. For instance, the decline in oral health across the county has directly impacted what she wants to teach children and what training she needs to acquire next. Consequently, children develop good habits that contribute to a healthy lifestyle.
- The childminder ensures that she keeps parents well informed about their children's learning and progress through regular discussions and sharing observations. She provides them with advice and guidance relating to internet safety, healthy eating and oral health to help them to strengthen children's outcomes at home.
- Parents are happy with the service the childminder provides. Many describe her as 'patient', 'kind' and 'attentive'. They are fully aware of their children's next steps, including what children need to learn prior to them going to school.

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:

- develop the outdoor curriculum to ensure that children have opportunities to extend their learning through engaging and well-planned activities
- respond swiftly to children's wants and interests to better follow their lead and maximise their learning.

Setting details

Unique reference number	209654
Local authority	Staffordshire
Inspection number	10350477
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	0 to 4
Total number of places	6
Number of children on roll	8
Date of previous inspection	19 October 2018

Information about this early years setting

The childminder registered in 2000 and lives in Newcastle-under-Lyme, Staffordshire. She operates all year round, from 8am to 6pm, Monday to Friday, except for family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Children communicated with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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