

Childminder report

Inspection date: 25 March 2025

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

The childminder creates a warm and welcoming home-from-home environment for children. This encourages and motivates children to engage in a range of activities and play opportunities. Children demonstrate positive attitudes towards their learning and behave well. The childminder supports them to build relationships as she plays alongside them and models how they can be caring towards others. Children show engagement and return to resources to consolidate their skills. Children are happy and confident while enjoying their time with the childminder. Before they begin their time at the setting, the childminder gathers information from parents about their children's routines and interests. This information helps to form strong attachments so children settle in quickly, which shows they feel safe and secure with her.

The childminder plans a broad curriculum based on children's interests. She responds quickly to children's interests to help ensure their engagement and involvement in learning. For example, children play with pretend fruits. They put two halves together and try to pull them apart. The childminder joins in with their play and models how to do this. The children persevere until they manage the task. As children play, the childminder talks about the fruit they have tried and like, and how this helps them to make healthy eating choices.

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

- The childminder adopts a calm and gentle approach with the children, providing reassurance and comfort when needed. She meets children's care needs with gentleness and dignity. For example, she talks quietly to children when she changes their nappies. The childminder ensures that children have regular snacks and drinks to help maintain their energy levels. She uses all these routines well to both meet children's care needs and build warm and trusting bonds.
- The childminder supports children's language development well. She routinely introduces children to new words to add to those they already know. For example, when children say 'banana', the childminder extends this by talking about the colour and size, and about other fruits. She does this in ways that are age-appropriate and does not overwhelm children with too much new information. As a result, children extend their vocabulary and later use the new words in their play.
- The childminder observes children's learning and makes accurate assessments. She plans activities based on their interests, supporting their development. However, the childminder does not make full use of her observations of children's achievements to precisely identify what children need to learn next to build on what they already know and can do. Despite this, children have positive

attitudes towards their learning and enjoy the activities and experiences on offer. All children, including those for whom the childminder receives funding, make good progress from their starting points.

- The childminder uses a variety of ways to help children gain an understanding of the wider world. For example, children enjoy looking at simple world maps and discussing places they visit on holiday and where their families live. This helps children to learn about the world beyond their own.
- The childminder understands the importance of physical exercise for children's good health. She knows why it is important for children to be active every day, including days when children only attend for a short amount of time. For example, she organises her home so children can use balance and wheeled toys safely indoors. The childminder encourages children to use their muscles and coordination to hold and pull toys along the floor. However, children have limited access to outdoor physical activities that help them learn to take appropriate risks and challenges in developing their larger physical skills outdoors.
- The childminder reflects on her practice and identifies areas of strength, as well as areas that she would like to improve her setting. She monitors children's development and adapts her practice if needed to support all children to achieve.
- The childminder builds strong relationships with parents. She communicates regularly through daily discussions sharing information about the children's activities and care arrangements. Parents express praise for the childminder, describing her support as fantastic. She also provides support and suggestions for how parents can support their child's development at home.

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:

- use the information gathered from observations of children's achievements to plan more precisely what children need to learn next to build on their knowledge and skills even further
- provide further opportunities for children to freely access the outdoors to enhance their physical development.

Setting details

Unique reference number	210094
Local authority	Staffordshire
Inspection number	10391319
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 13
Total number of places	9
Number of children on roll	9
Date of previous inspection	6 August 2019

Information about this early years setting

The childminder registered in 1992 and lives in Stafford. She operates all year round, from 8am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides government-funded childcare places for all eligible children.

Information about this inspection

Inspector

Alexandra Beardmore

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 her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation.

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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