

Childminder report

Inspection date: 5 June 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 are comfortable in the childminder's home, and they enjoy coming to this safe and secure environment. The experienced childminder creates a welcoming space for children to feel settled and ready to learn. She has a calm and supportive nature. This helps children to feel they can safely explore their environment, and they focus for good periods of time. Children enjoy playing with the childminder and go to her for cuddles. The childminder knows the children well and what they enjoy. She uses this knowledge to plan engaging activities for children. The childminder gently reminds children of rules and boundaries, and she teaches them to use good manners. Children behave well. They establish friendships as they play together with their peers.

The childminder provides experiences that are linked to children's interests. She uses their interests to skilfully support their learning and deepen their understanding. For example, children learn about the food they eat as they make jam tarts. The childminder is good at providing activities that encourage sharing. During activities, the childminder supports children to take turns, and this helps them to become aware of each other's needs. The childminder's consistent guidance and support help children to learn the necessary skills to thrive in their future learning.

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

- The childminder has a good understanding of how children learn. She uses observations, assessments and children's interests to inform her curriculum. This includes completing the required progress checks for children aged two years. The childminder uses this information to plan for children's next steps in learning. She provides targeted support where children have gaps in their knowledge or skills.
- Physical development is good. Children have daily access to a large outside garden where they can run, jump and balance. They enjoy using chalks to make marks and draw on large boards. They happily name colours and shapes as they draw. Children benefit from sequenced learning and make good progress in their development.
- The childminder supports children's communication and language development well. The childminder provides an ongoing commentary, discussing what children are doing. She clearly repeats back to them any mispronounced words to help them to hear the correct pronunciation. She uses repetition and short sentences, so children begin to learn about conversations.
- Children are developing a love of books. Children enjoy choosing to look at books on their own. The childminder reads stories to children, and they join in repeating familiar phrases from the story. They thoroughly enjoy their time with

the childminder and other children.

- The childminder regularly praises children, which helps to build their confidence and self-esteem. She supports children to become independent. For example, she helps them to learn how to dress themselves, using role play, which they enjoy. The childminder gives children the opportunity to do things by themselves, such as washing their hands before mealtimes. This helps them to develop good self-care skills.
- The childminder and her co-childminder have high expectations for children. They work well together and divide their time between the children efficiently. They support children to be curious and engaged in their learning.
- Partnerships with parents are strong. The childminder regularly keeps parents informed about their children's progress. She discusses with parents when children might need additional support and puts in place appropriate strategies to support them. She encourages parents to contribute to children's ongoing learning. Parents speak highly of the childminder and of how well they feel that she supports their children's emotional, physical and developmental needs. They praise the range of interesting activities that she offers.
- The childminder ensures that she is up to date with any developments that have an impact on her childminding practice. She has a good professional relationship with her co-childminder, and they share good practice and ideas. However, she has not yet formed links with some settings that the children attend and is not sharing her professional knowledge about children's learning with them to ensure the highest standards of care and education.

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:

- enhance partnerships with other early years providers to share professional knowledge about children's learning.

Setting details

Unique reference number	210207
Local authority	Staffordshire
Inspection number	10339327
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 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 July 2018

Information about this early years setting

The childminder registered in 1993 and lives in Newcastle-under-Lyme, Staffordshire. She operates all year round, from 8.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-year-old children. She works with another childminder.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision is organised.
- A joint observation of a teaching activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of relevant documentation and took account of the spoken and written views of parents.

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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