

Childminder report

Inspection date: 19 December 2022

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children experience affection from the childminder. The childminder provides them with cuddles and comforting attention when they are upset. Children develop good relationships with the childminder and are settled with her. The childminder recognises when children are tired or hungry and addresses their needs immediately. Children show confidence and explore the environment more freely, as they develop secure relationships with the childminder.

The childminder prioritises children's communication development. Children enjoy sharing books with the childminder and visit the local library regularly. They develop a love of stories and take interest in a range of books. Children learn new songs and rhymes, and join in with actions.

The childminder supports children to be independent from a young age. They learn how to put their own coats and shoes on and to feed themselves independently. Children have some choice in the things they play with and enjoy playful interactions with the childminder. They smile as the childminder praises them for placing small blocks on top of one another to create a tower.

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

- The childminder has flexible settling in processes and recognises the importance of children becoming familiar with her and their new environment. She considers their existing routines and incorporates these into her daily practice. Children therefore, settle quickly.
- The childminder has a good curriculum and understands the knowledge and skills that the children need to learn next. She is aware of children's interests and uses observation and assessment to confirm what children have understood, to inform their future learning. However, on occasion, the childminder does not make full use of this information to inform her planning for some activities. At times, babies are not fully engaged and therefore the learning experiences do not challenge them as well as possible.
- The childminder supports children's communication and language skills well. For example, babies access toys that introduce them to animal sounds and are keen to use their developing language skills to copy the childminder and practice making these sounds for themselves.
- The childminder provides a range of experiences for children. She visits places in her local community regularly. For example, children enjoy visiting the local park where they have opportunities to develop their physical skills. Children also attend local groups where they meet new people and learn how to play with others.
- The childminder promotes positive behaviour among the children. She praises

children for their achievements and helps them to overcome any conflict calmly, using age-appropriate strategies.

- Parents are happy with the care provided by the childminder. They comment on how well their children have settled and how happy their children are when they arrive. They mention the information which is provided by the childminder and how this helps them to be informed about what their children are learning.
- The childminder has completed all mandatory training. She has sought advice from her local authority advisor to support her childminding practice and regularly shares ideas with other local childminders. However, she does not fully focus her professional development plans to extend her knowledge and teaching skills even further.
- The childminder effectively supports children with special educational needs and disabilities. She identifies any delays in children's development and acts on these promptly to ensure children receive the right support to help them to make progress. The childminder works with parents to gather information which details children's learning needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder carries out regular risk assessments of the environment to ensure it is safe for children. She identifies any hazards and takes action to remove these and reduce risk to children. The childminder can identify signs which may indicate that a child is at risk of harm. She knows how to respond to any concerns she has and the appropriate agencies to notify. She understands about a range of safeguarding matters and the importance of sharing information with other agencies. She knows how to respond if an allegation is made against her or a member of her home.

What does the setting need to do to improve?

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

- refine planning so that the available resources sustain babies' interest and fully challenge their learning
- focus professional development opportunities precisely to help raise the quality of teaching and children's learning even further.

Setting details

Unique reference number	2679840
Local authority	Staffordshire
Inspection number	10266987
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	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022. She lives in Tamworth in Staffordshire. The childminder holds an early years qualification. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Christine Ward

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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