

Childminder report

Inspection date: 28 May 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

Children thrive in the warm and nurturing environment the childminder creates in her home. The childminder places children at the heart of everything she does. She wants children to be confident and to understand right from wrong. The childminder knows each child well and tailors learning to their individual needs and stages of development. She provides a child-led curriculum that ensures all children make good progress. Children engage well in activities and develop a wide range of skills through play. For example, younger children build fine motor skills and hand-eye coordination as they stack blocks or complete puzzles. They develop their imagination as they play in the toy kitchen, stirring pots and making pretend food for their friends.

Children behave well for their stage of development. The childminder sets clear guidelines and reminds them of the rules during play. They learn to share resources and take turns. The childminder role models as she uses her manners and addresses children with respect. She calmly helps the children understand boundaries in a supportive manner. The childminder works on building children's self-esteem by encouraging their efforts when they face challenges. For example, while trying to fit jigsaw pieces into puzzles, the childminder supports them by suggesting they turn pieces around until they fit. This approach helps them develop problem-solving skills. Consequently, children become confident learners.

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

- Children benefit from a wide range of experiences outside the home. They attend toddler groups that help develop social skills outside the childminder's home. They enjoy physical play in the park by using the equipment and being free to run and explore. Children visit local attractions to look at and listen to nature. The childminder facilitates new experiences for children, such as travelling on the bus or visiting a community café where they meet older adults and practise social behaviour in new environments.
- The childminder actively engages in professional development. She completes all mandatory training, including safeguarding and paediatric first aid. She listens to webinars to stay informed about current guidance and good practice. She also networks with other childminders to share ideas and strengthen her teaching.
- The childminder promotes communication and language development well. She narrates children's play, asks open-ended questions and listens carefully to children's responses, giving them time to think. Young children without verbal language communicate through gestures that the childminder understands and responds to sensitively. However, older and more confident children sometimes dominate discussions. Therefore, children who are still developing their early communication skills and language do not always get the opportunity to engage

in conversations.

- Children develop awareness and respect for different cultures and communities through regular community outings. They visit places of worship such as mosques and churches, which sparks meaningful conversations.
- The childminder focuses on school readiness by encouraging children to develop independence. For example, they learn to dress themselves, put on coats and shoes and use the toilet unaided. The childminder facilitates transitions with teachers who visit the home to discuss children's development and progress. However, there are fewer opportunities for children to listen and concentrate in groups to build on the skills they will need in preparation for school.
- The childminder encourages children to adopt healthy lifestyles. They benefit from daily outdoor activities, including walks and exercise. The childminder provides nutritious snacks and lunches and ensures children have access to water or milk throughout the day. She promotes good oral health through discussion and even takes children to the dentist with her during her own visits. The childminder teaches children to keep safe as they go outdoors. They learn about road safety, where it is safe to run and dangers that may be around them.
- Parents speak highly of the childminder's care and support. They feel their children are safe, happy and making good developmental progress. Parents value the guidance the childminder provides with milestones such as potty training. The childminder maintains strong communication with families. She shares verbal updates and uses an online system to send photos and messages about children's activities.

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:

- strengthen opportunities for children who are less confident or vocal to further build on their existing communication and language skills
- enhance the opportunities for children to develop listening and concentration skills in readiness for school.

Setting details

Unique reference number	510853
Local authority	Stoke-on-Trent
Inspection number	10398369
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 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	17 October 2019

Information about this early years setting

The childminder registered in 2001 and lives in Stoke-on-Trent. She operates all year round, from 7.30am to 5pm, Monday to Thursday except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She occasionally works with an assistant. The childminder provides early education funding for all eligible children in her care.

Information about this inspection

Inspector

Sue Smith

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures 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.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.

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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