

Childminder report

Inspection date:

29 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the homely and inviting environment provided by the childminder. The dedicated playroom is clean and warm and stocked with a vast range of stimulating resources that capture children's curiosity and encourage them to learn. Children learn through a mixture of child-initiated and adult-led activities that are matched well to meet children's needs and interests. This helps children to make good progress from their starting points. Children are comfortable with new visitors to the childminder's home and in different social situations. They display high levels of confidence and freely choose their favourite toys as they play. Children develop strong attachments with the enthusiastic and nurturing childminder and her co-childminder. Children are motivated and display a can-do attitude to trying new and different experiences. They become fully engaged in activities and concentrate for long periods of time. For example, they have lots of fun searching for different items hidden in shredded paper. They test out their ideas and laugh as they watch the paper fall onto the floor and imagine that it is snowing. Children are motivated learners who thoroughly enjoy participating in the activities that the childminder and co-childminder provide. Children are friendly, sociable and their behaviour is excellent.

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

- The childminder and her co-childminder work exceptionally well together as a team, ensuring children's interests and needs are supported. They gather valuable information from parents before new children start at the setting. This enables them to find out what children enjoy and plan exciting activities to support their progress even further.
- The well-organised childminder and her co-childminder make good-quality observations and assess children's abilities. They identify where children are in their learning and how they can support their development. They have developed good links with the local school that children attend. They share information helping to support continuity in children's learning.
- The childminder has built positive relationships with the parents. She welcomes their feedback and shares key information about the progress their child is making and the care they have received during the session. Children are encouraged to be independent and to develop self-care skills, such as learning to put on their shoes and coat and being responsible for their belongings.
- Children are supported well to develop an understanding of the world around them. For example, children take part in regular outings within the surrounding community. They visit the museum and the library and have lots of fun pretending to look for a bear in the woods. This helps children to develop their curiosity about the world in which they live.
- Children take part in enjoyable activities and experiences that support their

understanding of different cultures and backgrounds. For example, children celebrate Remembrance Day and enjoy making lots of different poppies. Children's artwork is thoughtfully displayed around the playroom, helping children to feel valued and celebrated.

- The childminder and co-childminder give children lots of praise and encouragement, supporting children to raise their self-esteem. Children respond well to instructions and proudly carry out small tasks. They benefit from lots of open-ended questions and the introduction of new vocabulary. However, at times, the childminder and co-childminder do not provide enough opportunities to support children's speech and language development even further.
- The childminder provides children with plenty of opportunities to develop their physical skills outside in the fresh air. For example, children benefit from a range of ride-on toys and climbing apparatus in the safe and secure outside area. Although the childminder supports children to be physically active, she does not consistently provide children with healthy food options, to help teach them about healthy lifestyles.
- The passionate and dedicated childminder and co-childminder continually reflect on their practice and provision and identify areas of development. They keep their knowledge and skills up to date through professional development opportunities and continually share knowledge on how to plan new and exciting activities for the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and co-childminder have an excellent understanding of the signs that may indicate a child is at risk of neglect or abuse. They have a clear knowledge of wider safeguarding issues, including being drawn into extreme situations. The childminder and co-childminder have a thorough knowledge and understanding of safeguarding protocols and actions to take if there are any concerns about a child's welfare. The childminder and co-childminder have robust policies and procedures in place to ensure that they promote children's welfare effectively and the environment is safe and secure. They have recently attended training on the 'Prevent' duty and are qualified in paediatric first aid. They carry out daily risk assessments of the setting and when children take part in outings.

What does the setting need to do to improve?

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

- enrich opportunities to enhance children's speech and language development even further
- encourage children to develop a better understanding of the importance of making healthy food choices as part of a healthy lifestyle.

Setting details

Unique reference number	EY251272
Local authority	Staffordshire
Inspection number	10073159
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	20
Date of previous inspection	1 March 2016

Information about this early years setting

The childminder registered in 2002 and lives in Werrington, Stoke-on-Trent. She works with her co-childminder all year round, from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children, childminder and co-childminder at appropriate times during the inspection.
- The quality of teaching and the impact on children's learning was observed during the inspection.
- The inspector sampled documentation, including the suitability and qualifications of the childminder, policies and procedures and children's development records.
- The inspector observed interactions between children and the childminder. She evaluated the effectiveness of an activity with the childminder.

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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