

Childminder report

Inspection date: 15 May 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

The childminder demonstrates a caring and nurturing personality. For instance, she sings 'special songs' to non-verbal children, which helps them to regulate their emotions and feel safe. She responds sensitively when they start to rub their eyes by giving them a warm cuddle and asking them if they would like to have a sleep.

The childminder has realistic expectations of children's conduct and behaviour, which positively assists her to support their unique needs. For example, when children are reluctant to explore inside a tent, she supports them to develop out of their comfort zone. This helps to close gaps in children's experiences and positively contributes towards their happiness.

The childminder develops strong bonds with children. She highlights the importance of 'taking a step back' to give them the space that they need to develop at their own pace. She observes and evaluates their experiences to help them to succeed in their learning. For instance, when children are learning to feed themselves, she removes additional distractions, encouraging them to solely focus on their hand-eye coordination.

In preparation for future numbers of children increasing, the childminder has erected a sensory tent to create a 'safe space' for those children who at times find noises and activities loud and overwhelming. This shows high levels of consideration for their personal needs.

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

- The childminder conducts purposeful training and meets with other childminders to improve and share practice. For example, she has recently attended an autism and communication course, which has positively strengthened her knowledge and confidence to support those children with special educational needs and/or disabilities.
- The childminder makes good use of opportunities that arise to strengthen children's mathematical development. For example, as she sits with children at lunchtime to support their eating, she counts 'one, two, three'. She repeats the same three numbers as she hands out three items of food. This teaches children early counting skills and helps them to not feel overwhelmed in their learning.
- The childminder plans a range of experiences and activities to build on children's fine motor skills. For example, children have opportunities to pick up small grates of cheese with their index finger and thumb strengthening their hand muscles. They concentrate and show good control over their movements as they hold them tight and place them in their mouth.
- The childminder purposefully models and narrates play to promote children's

language growth. For instance, she says 'scoop' and 'pat' as she fills up a bucket with sand. She understands the importance of giving children time to talk and discusses the negative impact dummies can have on children's speech.

- The childminder knows children very well and, therefore, notices any changes in their behaviour. She discusses these with parents and carers at the earliest opportunity and signposts them to the relevant professionals to ensure that children receive the support that they need. On arrival, she actively finds out how children are feeling and if they have slept well. This helps her to plan for the day ahead. As a result, children settle well.
- The childminder regularly shares children's next steps with parents to ensure that they can further support their children's learning at home. Furthermore, when children leave to go to school, the childminder shares developmental assessments with their new teachers. This helps children to continue to make progress in their learning.
- Children benefit from some opportunities to play in the sand and water, and the childminder invites them to join in with feeling the textures in a book. However, more could be done to enhance children's sensory development through more open-ended play opportunities that further considers their stage of development.
- The childminder adapts the home environment to ensure that it is safe for all children. She visually checks children's lunches to ensure that their food is a safe size for them to eat. This puts children's interests first, minimising any risks to their health, safety and well-being.

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:

- develop more ways to appropriately enhance children's sensory development through open-ended play.

Setting details

Unique reference number	EY272531
Local authority	Staffordshire
Inspection number	10339282
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	9 July 2018

Information about this early years setting

The childminder was registered in 2006 and lives in Burntwood, Staffordshire. She operates all year round, from 8am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Mikaela Stallard

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 and the inspector completed a learning walk to discuss the curriculum intent.
- The inspector observed the interactions between the childminder and the children throughout the day and evaluated the impact on children's learning.
- The views of parents and children were considered by the inspector.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.

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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