

Childminder report

Inspection date: 9 June 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder and assistants provide a warm, safe environment, where children feel happy and secure. Children demonstrate familiarity and comfort within the setting, forming strong attachments with the childminder and her assistants. They affectionately refer to her as 'Nana,' reflecting the nurturing bonds children form in this homely environment. The setting is well equipped with age-appropriate resources. Children enjoy playing in a dedicated playroom and an inviting outdoor area. The childminder implements a child-led curriculum, using children's interests and developmental needs to plan activities that enable all children to make good progress from their starting points. For example, when children show an interest in animals, the childminder engages them in play using a toy ark filled with animals. Children play cooperatively alongside one another, moving the animals in and out of the ark and developing their imaginative play.

Children behave well. They are beginning to follow instructions and are learning to share and take turns. The childminder models respectful communication and good manners, which she actively encourages the children to adopt. She knows the children well and is attentive to their emotions, recognising when they wish to join group activities and when they prefer to play independently.

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

- The childminder recognises the importance of her role in supporting children to develop their language and communication skills. She speaks clearly with the children, narrates their play, and asks open-ended questions to extend their thinking. She encourages older children to recall events from home, which promotes meaningful conversations. This further supports children's communication development.
- The childminder effectively promotes children's growing independence. Children are encouraged to make choices about their play. They sit well at mealtimes and feed themselves confidently. Older children begin to develop self-care skills, such as using the toilet and managing their coats and shoes independently. However, the childminder does not consistently support younger children to develop these skills.
- Children enjoy stories and books, with older children showing increasing attention and younger children beginning to engage. The childminder encourages a love of reading by choosing books that children show an interest in, pointing out pictures and asking questions. Children sit and explore books independently, carefully turning the pages in anticipation.
- Children show positive attitudes and perseverance during their play. For example, in problem-solving activities they work out how to rotate egg-shaped pieces to fit them together. The childminder offers timely encouragement and

praise, which helps build children's confidence and motivation. The child-led curriculum engages children well and supports their interests. However, the childminder does not always implement precise next steps to fully support children to make even better progress.

- Children benefit from a range of experiences outside the home, including visits to the park and local shops. The childminder follows children's interests, such as planning trips to a nearby farm to see the animals. These outings help children develop their understanding of the world around them and build a sense of connection to their local community.
- Partnerships with parents are strong. The childminder and assistants create a welcoming, family-like environment that fosters secure and trusting relationships. Parents speak highly of the care their children receive and value the regular verbal updates about their child's day. They particularly appreciate the support provided during key transitions and milestones, such as potty training and helping children learn to sit at the table and use cutlery.
- The childminder and assistants complete all mandatory training, including paediatric first aid. The childminder provides regular supervision and guidance to support assistants in developing their practice. She actively engages in ongoing professional development, which has a clear and positive impact on outcomes for children. For example, after completing a detailed course on communication and language, the childminder now assesses children's development more effectively and identifies specific areas where individual children may need additional support.
- The childminder actively promotes healthy lifestyles. She provides nutritious snacks and a home-cooked lunch, and regularly reminds children to drink water to stay hydrated. The childminder encourages children to be physically active, ensuring they spend time outdoors each day for fresh air and exercise.

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:

- support younger children's independence further by encouraging them to do more for themselves
- use children's identified next steps for learning more consistently to help them make even more progress.

Setting details

Unique reference number	EY288962
Local authority	Stoke-on-Trent
Inspection number	10398429
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	21 October 2019

Information about this early years setting

The childminder registered in 2004 and lives in Stoke-on-Trent. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She 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 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.
- Parents shared their views of the setting with the inspector.
- 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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