

Childminder report

Inspection date: 17 April 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 offers children a welcoming and homely environment. Children show that they feel happy and safe. The childminder gathers key information from parents about children's needs and preferences. This helps children settle well into the childminder's care. Children form strong attachments with the childminder. The childminder is a positive role model. She establishes clear boundaries and helps children to learn how to respect each other. She gently reminds children how to share, be kind and use good manners. The childminder supports children's self-help skills. For instance, she encourages children to tidy up after they have finished playing.

The childminder provides an imaginative curriculum to help to stimulate children's interests and learning. Children also benefit from outings in the local community. The childminder plans activities outside the home to give children new social experiences. She ensures that she knows what children can do when they arrive in her setting. The childminder uses observations to assess the progress children are making in their development. She uses this information to plan what children need to learn next. Children make good progress in the childminder's care.

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

- The childminder has a clear curriculum which sets out what she wants children to learn. She provides activities that reflect children's interests. This helps children to be curious and eager to join in. The childminder knows the children in her care well and can confidently talk about their capabilities. She monitors for any additional support children may require and is aware of the action to take should she have concerns.
- There is a strong focus on supporting children's communication and language development. The childminder makes the most of opportunities for children to join in with songs and rhymes. She uses actions to make these experiences fun and engaging. The childminder speaks clearly to the children, often explaining her actions, introducing new vocabulary, and asking questions.
- Children begin to develop an understanding of mathematical concepts and language. The childminder routinely encourages children to name colours and shapes during adult-led activities and in their play. Children hear spatial language as the childminder refers to objects being 'bigger' and 'smaller', or 'up' and 'down'. Children pay attention and listen carefully.
- The childminder helps children to learn about the benefits of a healthy lifestyle. She makes sure that children's snacks and meals are well balanced. The childminder has created opportunities for children to learn good hygiene practices. For example, they know the importance of washing their hands before food. Children have daily opportunities to enjoy the fresh air as they go for

walks. However, although the childminder has identified and planned improvements to her outdoor environment, these have not yet been implemented to support children who prefer to learn and play outdoors.

- The childminder has positive expectations for children's behaviour. She teaches them the importance of being kind to others and taking care of toys and equipment. The childminder's nurturing and consistent approach helps children to play happily together. The childminder prepares children for going to school by ensuring they are emotionally prepared and able to form relationships with others, and that they are able to ask for help when needed.
- Parents appreciate the homely feel of the provision, and feel it is a safe and nurturing environment for their children. Parents say their children have come on in 'leaps and bounds', particularly in speech, social skills, and confidence. The childminder shares regular updates with parents to ensure that they are well informed. This helps them to continue to promote children's learning at home.
- The childminder evaluates her provision and ensures her statutory training, such as first aid, is up to date. However, the childminder is yet to fully reflect on her practice to identify areas for professional development, to enhance her knowledge and promote even better outcomes for children who attend.

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:

- implement the planned improvements to the outdoor learning environment to provide even more opportunities for children who prefer to learn outdoors
- seek wider training opportunities to develop skills and knowledge further and to raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY302630
Local authority	Stoke-on-Trent
Inspection number	10335355
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	0 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	13 June 2018

Information about this early years setting

The childminder registered in 2005. She operates from 7.30am to 1pm on Tuesday, and 7.30am to 5.45pm, Monday, Wednesday, Thursday, and Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-year-old children.

Information about this inspection

Inspector
Jacqueline Coomer

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. 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 and discussed how the curriculum supports children's learning.
- A joint observation of a teaching activity was carried out by the inspector and the childminder.
- The inspector talked with the childminder and spoke to children at appropriate times throughout the inspection.
- The inspector viewed a sample of documentation and took account of written feedback from parents.

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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