

Childminder report

Inspection date: 30 November 2023

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 provides a welcoming environment for children. She is a good role model and supports children's emotional development well. Children happily reach out to her for cuddles and reassurance. The childminder teaches children to use good manners. She reminds them to say 'pardon' instead of 'what'. Children routinely say please and thank you as they play. They tidy away toys when they have finished playing with them. The childminder consistently talks to children, modelling language and new words. Children excitedly explore sensory materials through touch and smell. They repeat the new words they have learned, such as 'cinnamon' and 'spicy'. As a result, children develop good communication and language skills.

Children are developing strong physical skills. The childminder encourages them to join in activities to enhance their small and large muscles. The youngest children are learning to pull themselves up to furniture and gain confidence in taking their first steps. Children ride on wheeled toys and use climbing equipment at local parks. They use their small hand muscles to manipulate sand and doughy materials. Children are beginning to refine their skills as they use tools, such as pincers, to pick up pieces of cereal. Children are developing the skills they will need for writing during the next stage of their education.

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

- The childminder implements a sound educational programme based on the abilities of the children who attend. She makes regular observations and assessments of children's learning and gets to know them very well. This means she can identify any gaps in learning. She plans activities and experiences focused on what children need to learn next. Overall, children make good progress in their learning.
- The childminder completes further training and research. For example, she is learning how to expose young children to science, technology, engineering, arts, and mathematics. Children are beginning to learn about science as they observe what happens with bath bombs when they are added to water. The childminder meets with other childminders to discuss ideas and share best practice. This focus on her professional development helps her to consistently improve practice to raise outcomes for children.
- Parents are highly complimentary about the childminder's provision. They state that it is a 'home-from-home' and they cannot recommend her highly enough. Parents comment on the progress their children make, the songs they learn and the regular outings they enjoy. The childminder shares regular information with parents to support continuity of care and to support parents to build on learning at home.

- The childminder expands children's experiences through regular outings. She takes children to local parks and visits to the beach and farm. Children develop their social skills as they play with other children they meet at local soft play and activity centres.
- Children learn healthy lifestyle habits. They enjoy healthy meals and snacks. The childminder reminds them to follow hygienic practice, such as washing hands before eating. She talks to them about brushing their teeth and how to maintain good oral health.
- The childminder recognises the importance of exposing children to regular stories, rhymes and songs. Children point to pictures in books as she reads to them. She asks questions to engage them in stories and develop their language. This helps to promote early literacy and language skills. Children acquire a wide vocabulary and develop speaking skills beyond those expected for their age.
- The childminder introduces mathematics as children play. While children build with coloured bricks, she encourages them to sort, count and measure. Children challenge themselves to build towers which are taller than them. They talk about big and small as they build.
- Children learn to behave well. The childminder plans activities where they learn to take turns and share resources. Older children and younger children play together cooperatively. However, the childminder does not fully consider how to fully enhance the youngest children's development. On occasions, she focuses more attention on the learning needs of the older children present when children of mixed ages join her for adult-led activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of safeguarding. She can identify the signs that a child may be at risk of harm. She is confident to record and report any concerns she may have to the local authority. The childminder understands her responsibilities when reporting concerns about adults. Risk assessment is effective. The childminder ensures the environment is safe for children to play in. She risk assesses any outings she takes children on and implements safe practice. For example, she supervises children closely and ensures she has appropriate car insurance in place to transport children.

What does the setting need to do to improve?

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

- review planning and teaching during focused activities to enhance learning and engagement for younger children.

Setting details

Unique reference number	EY320565
Local authority	Staffordshire
Inspection number	10320477
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	13 February 2020

Information about this early years setting

The childminder registered in 2006. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Trisha Turney

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector around the premises and discussed her intentions for children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector took account of the written views of parents.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.

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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