

Childminder report

Inspection date: 24 February 2020

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

Children are happy and settle quickly in the childminder's welcoming and homely environment. The childminder is kind and attentive. Children develop secure attachments with her. Babies demonstrate they feel safe in her care. Children are sociable and learn to share and take turns. The childminder has high expectations for children's learning. Babies and toddlers respond as she sings familiar songs. They join in the actions with high levels of enthusiasm and excitement. The childminder supports children's language development well throughout their play and routines. She talks to children, providing a commentary on what they are doing. The childminder provides lots of praise when toddlers repeat words. This builds children's confidence in speaking. Children demonstrate good independence. Babies learn to feed themselves and recognise when they feel tired. For example, during the inspection, a baby takes a cushion from the settee and points to their blanket. Older children can put on their own coats independently. The childminder enables children to spend time outside. Children enjoy daily walks and visit the local park. Overall, children develop a positive attitude towards learning and make good progress from their starting points.

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

- The childminder has clear rules and routines in place. Children respond promptly to instructions, such as when asked to help to tidy away their toys when they have finished with them. Children behave well.
- The childminder provides children with a range of experiences and opportunities to support and extend their learning. She organises trips within the local community, such as to local playgroups. This helps children to socialise and interact with new people and further develop their personal skills.
- The childminder encourages children to lead a healthy lifestyle. She provides children with nutritious meals and offers a variety of healthy snacks. She teaches children to wash their hands before meals and after using the toilet.
- The childminder has a good knowledge of how children learn and develop. She makes regular, focused observations of children's achievements. She uses the information she gains to plan activities that engage children's interest and meet their learning needs. However, at times, children are unable to fully lead their own play or follow their current interests as toys are stored out of sight and reach. Therefore, their choice of play is restricted to those resources selected solely by the childminder.
- Overall, the childminder uses her good teaching skills to help to extend children's learning as she enthusiastically joins in their play. Children watch the childminder play musical instruments and then they independently choose bells and maracas to shake. This helps to develop their creative skills as they explore and use various instruments.

- Children enjoy plenty of opportunities to be physically active in their play and develop good control and coordination. They are eager to join in music sessions and have great fun as they dance and move as the childminder sings.
- The childminder helps to build children's awareness of mathematics. For example, she encourages them to count the rings on the stacker frame. Furthermore, the childminder helps children to recognise simple shapes and identify colours.
- The childminder reflects on her practice. She regularly obtains the views of parents and reviews their comments to help her to continuously improve her service. She welcomes the support of the local authority advisers to help improve her practice further.
- The childminder is keen to maintain ongoing professional development. For example, she makes good use of personal online research and training opportunities. She has procedures in place to review her assistant's practice to help her develop her knowledge and skills.
- The childminder provides parents with regular information about children's learning while in her care, along with ideas about how they can continue their children's learning at home. However, she has not fully established a system to exchange detailed information on children's next steps with other settings that children attend, to ensure consistency of learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures children are safe. Daily risk assessments are carried out before children arrive at the childminder's home. She supervises children well and keeps entrance doors secure at all times. The childminder is aware of the possible signs and symptoms of when a child may be at risk of harm, including from those with extreme views. She knows the relevant organisations to contact if she is concerned about a child's welfare. The childminder knows what action to take in the event of an allegation being made against her or a member of her household.

What does the setting need to do to improve?

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

- increase opportunities for all children to make their own choices and decisions when accessing toys and resources
- share more detailed information with other settings children attend, in order to develop a stronger cohesive approach to children's care and learning.

Setting details

Unique reference number	EY330766
Local authority	Stoke-on-Trent
Inspection number	10071303
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	12
Number of children on roll	18
Date of previous inspection	13 February 2015

Information about this early years setting

The childminder registered in 2006. She lives in Blurton, Stoke-on-Trent. She operates Monday to Friday, from 7am to 5.30pm, all year round except for bank holidays and family holidays. The childminder occasionally works with an assistant.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector and childminder completed a tour of the parts of the home used for childminding and discussed how the curriculum is organised.
- The inspector observed activities and reviewed the childminder's quality of teaching. She held discussions with the childminder about children's learning and how she reflects on the quality of her service.
- The inspector looked at relevant documentation, such as evidence of the suitability of the childminder and the adults living and working on the premises.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of parents' written views.

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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