

Childminder report

Inspection date: 15 October 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 adapts the learning environment to ensure that all children can succeed. For example, she lowers the basketball hoop so that smaller children can reach and practise their coordination skills. Furthermore, there is a purpose-built ramp to ensure that there is an accessible entrance into the setting. On every occasion, the childminder considers children's needs, including using their interests to engage them in their learning. Children show that they feel safe and secure as they enthusiastically welcome expected visitors into the setting. They show pride in their achievements as they show off their artwork. Older children write letters to share their views. They describe the childminder's home as their 'favourite place to go'.

The childminder works hard to promote children's cultural capital by providing them with various experiences, such as frequent trips to local toddler groups and community parks to build on their social skills. She provides all children with puddle suits and wellington boots to ensure that each day they can take part in a wide range of activities outdoors. This is particularly important for those children who do not have a garden at home. The childminder helps children to remember to share with one another and praises them when they show kindness, such as when they offer to help their peers during activities. This supports children to develop positive friendships and behaviours. Parents and carers comment on the progress that their children are making, particularly in their social skills.

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

- The childminder aims for all children to develop the needed skills to prepare them for school, such as self-confidence and independence. This means she regularly encourages children to do things for themselves, such as peeling their own banana and washing their own hands.
- Throughout the day, children have lots of opportunities to make choices about their day. For instance, the childminder asks them what meals they would like to eat and if they are ready to come in from the outdoors. She listens to them and positively follows their lead. This demonstrates respectful relationships.
- The childminder recognises the importance of children exploring natural materials to further their learning and development. For example, children strengthen their fine and gross motor skills as they use a pestle and mortar to grind down chalk to make paint, which they later use to explore patterns and colour mixing. The childminder picks mint from her garden, which she encourages children to smell before adding the leaf into the water. She understands how to extend activities to further stimulate children's interests and promote their sensory development.
- Children regularly hear clear language. For instance, the childminder reads

children familiar stories and encourages them to notice environmental sounds, such as the neighbour's cat who 'meows'. She narrates their play, and when children say 'nana', the childminder says 'banana' to reinforce the correct language. However, at times, the childminder delivers activities at such a fast pace that children can only join in with a few of the actions and there is not always time for them to talk. This does not help to strengthen children's early language acquisition.

- The childminder encourages parents to regularly share information about what their children know and can do. This helps her to gain a precise picture of children's progress and identify areas of learning that need greater focus. The childminder knows to refer any developmental concerns to external professionals to ensure that all children receive targeted support in a timely manner.
- Parents say that 'children's days are full of fun, laughter and learning'. They are thankful for the written reports that they receive and verbal discussions that they have with the childminder. They know exactly what children are doing and learning, such as the numerous craft activities that children engage in. This helps parents to continue children's learning at home.
- The childminder attends training, participates in webinars, works closely with the local authority and other childminders to build on her knowledge and confidence. She uses the information and ideas gained to strengthen her policies and practice. For instance, the childminder has found new ways to improve children's attention and concentration skills to ensure that children continue to progress in their learning.

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:

- reflect on the pace of teaching to ensure that children have time to think and respond to activities to further strengthen their early language acquisition.

Setting details

Unique reference number	EY343233
Local authority	Stoke-on-Trent
Inspection number	10365976
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	2 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	25 February 2019

Information about this early years setting

The childminder registered in 2006 and lives in Stoke-on-Trent. She operates all year round from 7.30am to 5:30pm, Monday to Thursday, except for personal leave and bank holidays. The childminder has a relevant level 2 childcare qualification. She provides funded early education for children aged between nine months and four years.

Information about this inspection

Inspector
Mikaela Stallard

Inspection activities

- The childminder spoke to the inspector about their intentions for children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The inspector spoke to the children at appropriate times during the inspection, and parents views were taken into consideration.
- 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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