

Childminder report

Inspection date: 31 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 builds warm and trusting relationships with children, who are happy and content in this welcoming setting. They quickly engage in activities the childminder plans to support their development. Children show that they feel safe and secure in the childminder's care as they confidently explore the environment and find resources to add to their play. The childminder encourages children to be independent to help prepare them for the next stage of their education. They are encouraged to put on their own coats and shoes and feed themselves, and they develop positive attitudes to learning.

The childminder provides a broad curriculum. She plans interesting activities for children to take part in. The childminder incorporates different areas of learning into the activities she offers. For instance, as children manipulate play dough, she introduces new words, and encourages counting and recognition of colours. The childminder supports children's physical development. They use a range of crayons and pencils to make marks, which helps to support their early writing skills. Children have opportunities to take part in activities in the local area. For instance, the childminder takes children to toddler groups. They meet groups of children and learn to play with others. This supports their developing social skills.

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

- The childminder provides a balanced curriculum for the children in her care. She collects information from parents when their children start and uses this to understand their stage of development. The childminder finds out about children's individual preferences, abilities and interests. However, when planning and completing activities with children, the childminder does not consistently focus specifically on what children need to learn next.
- The childminder regularly observes children in their play and completes assessments of their progress. She understands the importance of identifying any additional needs for children. This helps her to identify, and discuss with parents, any gaps in children's development. This helps all children to make good progress in their learning.
- The childminder promotes children's speech and language skills well. She provides opportunities for children to listen to familiar stories and join in with songs and rhymes. The childminder has conversations with children. This helps their understanding of language and builds their vocabulary.
- Children flourish under the childminder's kind and friendly care. They display good levels of concentration and interest as they enjoy making their Halloween pictures. Children are taught to use simple tools, such as scissors, safely. They take pride in their achievements and benefit from the praise and encouragement she provides. This helps to build children's self-esteem and confidence. Children

behave well.

- Children are supported effectively in developing their understanding of mathematical language and concepts. They learn to recognise shapes and identify quantity, number and size as they play. For example, children carefully count the number of pumpkins they have put in the cauldron. They confidently use the language of comparison, such as 'biggest' and 'smallest'.
- The childminder provides healthy snacks and meals and ensures that children have opportunities to be physically active throughout the day. She teaches children about good hygiene and washing their hands at appropriate times. The childminder has considered the importance of oral hygiene. However, this area of learning has not yet been fully developed to support young children's greater awareness of why it is important to brush their teeth regularly.
- The childminder establishes positive partnerships with parents. Parents appreciate the quality of care and learning that the childminder delivers. The childminder shares information with parents on a daily basis. She understands that parents play a vital role in continuing children's learning at home.
- The childminder keeps her knowledge up to date through training and research to further strengthen her practice. She undertakes training, such as safeguarding and first aid, and looks for opportunities to build on her existing knowledge. She evaluates her provision and is committed to making continuous improvements.

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:

- focus planning precisely to ensure that activities consistently build on what children need to learn next
- strengthen children's awareness of oral hygiene even further to support their deeper understanding of how to keep their teeth and gums healthy.

Setting details

Unique reference number	EY348414
Local authority	Staffordshire
Inspection number	10359890
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	13 December 2018

Information about this early years setting

The childminder registered in 2007 and lives in Kidsgrove, Staffordshire. She operates from 7.30am to 5.30pm, Monday to Thursday, and 7.30am to midday on Friday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-year-old children.

Information about this inspection

Inspector
Jacqueline Coomer

Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the setting used by children to understand how the early years provision is organised.
- The inspector and the childminder carried out a joint evaluation of a teaching activity.
- The inspector held discussions with the childminder, and spoke to children, at appropriate times during the inspection.
- The inspector looked at written feedback from parents and children.
- The inspector looked at a sample of relevant records and documentation. This included evidence about suitability and training.

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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