

Childminder report

Inspection date:

5 September 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

Children are happy and safe in the care of this warm and nurturing childminder. When children are upset, the childminder offers an abundance of cuddles and reassurance. This gives children the confidence to explore their environment and interact with other children. The childminder works extremely well with her co-childminder. Together, they are positive role models for children. She treats children with kindness and respect. She asks permission to change their nappy and supports their handwashing.

Children make excellent progress with their personal development and independence skills. The childminder encourages children to have a go at a range of tasks throughout the day. For example, she teaches them how to put on their shoes and models to them how to zip up their own coats. Even when children want to give up, she motivates them to keep trying. Children show they are proud of their achievements as they shout, 'I did it.' Children demonstrate a real 'can-do' attitude.

Children's behaviour is very good. They know their routines extremely well. The childminder is friendly and calm in her approach to children. This helps them to understand what is expected of them. For instance, they wash their hands and sit patiently in preparation for morning snack. Relationships in the setting are extremely positive. Children of all ages play harmoniously together.

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

- The childminder has developed a broad curriculum alongside her co-childminder. Children learn about their wider community when on trips to the local library, parks and groups. Children enjoy being physically active in the well-resourced outdoor area. They explore mathematical language and practise counting during play. The childminder has a clear vision to support children to be ready for their next stage in life.
- Children thoroughly enjoy stories, songs and rhymes. The childminder captures children's attention with her animated storytelling and use of props. Children demonstrate their understanding as they giggle when the childminder reads that the cockerel 'neighs' like a horse. Children sing along to familiar nursery rhymes and move their bodies to the rhythm of the songs. This supports children's love of stories and early literacy skills.
- The childminder knows the children she cares for very well and supports their emotional well-being. She and her co-childminder gather a range of information about children before they start. This ensures that she can meet children's individual care and learning needs through a range of interesting learning experiences. However, the childminder does not always consider how all

activities can be adapted to further extend the learning of children at different stages in their development.

- Partnerships with parents are effective. The childminder and her co-childminder build strong relationships with parents from the start, enabling them to feel confident in leaving their children in their care. Parents value the termly progress reports provided by the childminder, detailing their child's progress. They say that the childminder is kind, loving and trustworthy and that children thrive in her care.
- The childminder has a clear intent for supporting children's communication and language development. Children hear lots of language throughout the day as the childminder uses every opportunity to model language. As a result, children are confident communicators who enjoy talking. Even the youngest children confidently babble to their friends and familiar adults.
- The childminder provides children with a wide variety of resources to support their learning. For example, children develop their fine motor skills as they colour with crayons, draw on boards in the outdoor area and make marks with their hands in play dough. They demonstrate high levels of engagement and enjoyment. That said, on occasion, the childminder does not always allow children to use resources to their full potential to extend their learning to the highest level.
- The childminder has a positive attitude to developing her own skills and knowledge. She is part of a network of childminders that gives her access to a wide range of professional development opportunities. She works well with her co-childminder to improve the quality of teaching. They regularly reflect on each other's practice to evaluate what works best. This particularly helps to ensure that children with special educational needs and/or disabilities achieve good outcomes.

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:

- further consider how activities can be adapted to meet the needs of children at different stages in their development
- support children to use and explore resources to their full potential to extend their learning to the highest possible level.

Setting details

Unique reference number	EY373007
Local authority	Staffordshire
Inspection number	10347178
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 6
Total number of places	6
Number of children on roll	12
Date of previous inspection	20 September 2018

Information about this early years setting

The childminder registered in 2008 and lives in Penkridge, Staffordshire. She works alongside a co-childminder. The childminder operates all year round except for bank holidays and family holidays. Sessions run from 7.45am until 5.30pm, Monday to Thursday, and 8am to 3.30pm on Friday. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Roxanne Mason

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The inspector and the childminder carried out a joint observation.
- Parents shared their views of the setting with the inspector.

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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