

Childminder report

Inspection date:

9 June 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are extremely happy and settled in the childminder's home. They are keen to attend, even on days they are not due to, and they are reluctant to leave at the end of the session. This is because they have so much fun playing and interacting with the childminder and each other. There is a warm, friendly, family atmosphere. Children behave very well. They are aware of the simple rules and boundaries in place. Children share and take turns with resources well. Older children show kindness to their younger friends. They eagerly help them and demonstrate how to play with resources.

Children learn about the natural world. They accompany the childminder to her allotment to help care for the fruit and vegetables they grow. Children take responsibility for creating and maintaining their own 'flower garden' in the childminder's outdoor areas. They proudly show off the emerging sweet pea flowers as they prepare to water them. Children develop their imagination as they play with small-world figures and dinosaurs. They are confident to engage in conversations with the childminder, their friends, and unfamiliar visitors. Children develop their small-muscle skills as they manipulate dough. They mould the dough into different shapes and count how many models they have made. Children are independent. They choose toys freely and help to tidy away plates and cups after eating.

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

- The childminder is committed to providing high-quality care for children. She places a strong focus on her continuing professional development. For example, she is currently undertaking a Master's degree. She also accesses support and guidance from the local authority to develop her practice further and improve outcomes for children.
- The childminder provides a wide range of activities to support children's development in all areas of learning. She knows children and their families well. The childminder uses her knowledge of children to create activities and experiences based on their interests. For example, she provides different pictures every day for children to colour in and take home to hang up in their bedrooms.
- Children access books independently. They enjoy looking at story and information books. Children sit in a quiet area to flick through the pages. This helps to develop their literacy skills.
- The childminder supports children to develop healthy lifestyle habits. She encourages them to help grow and eat fruit and vegetables. Children benefit from plenty of fresh air and exercise in the childminder's garden. They enjoy a

range of healthy snacks and meals.

- The childminder supports children's emotional development well. She is a good role model and provides plenty of praise and encouragement. Children sit on her lap and cuddle her for reassurance when needed. They talk about the simple rules in place, such as putting their shoes in the box in the porch and being kind to each other and pets.
- The childminder extends children's learning as they play. She joins children in the sand pit outside. Children empty and fill buckets and make structures with the sand. The childminder supports children to develop hand-to-eye coordination as they complete jigsaws and play with boards with a variety of locks and fixings to work out.
- The childminder helps children to understand and respect difference. She talks to children about different family set ups and teaches them about different cultures, festivals, and celebrations. Children hold their own weddings and make rings to use as part of the imaginary ceremony.
- Parent partnerships are strong. The childminder shares regular information through emails, messages, and daily conversations. Parents are very happy with the service provided. They comment that their children love attending and that they make progress in their learning, such as improving their writing skills with the childminder's support.
- The childminder shares some general information with other settings children attend. However, she has not established a fully successful two-way flow of information with staff at schools children attend, to aid continuity of care and to help her to build on learning that takes place elsewhere.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands all aspects of safeguarding. She is confident about the procedure to follow if she has concerns about a child's welfare. The childminder ensures that her home is safe and secure. She carries out daily risk assessments of the indoor and outdoor areas. The childminder helps children to learn about keeping themselves safe. For example, children know that only one child at a time is allowed on the trampoline. They explain that this is because they might get hurt if more than one child bounces at the same time.

Setting details

Unique reference number	EY420616
Local authority	Staffordshire
Inspection number	10295438
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	4 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	13 December 2017

Information about this early years setting

The childminder registered in 2011. She holds an early years qualification at level 6. She operates all year round from 8am to 6pm, 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 childminder 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 inspector observed the quality of experiences indoors and outdoors and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and children
- The inspector spoke to children, to find out about their time at the setting.

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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