

Childminder report

Inspection date: 3 April 2025

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 relaxed in this warm and caring environment. The childminder is kind and caring towards children. Children have close bonds with the childminder and receive plenty of comfort and reassurance when needed. Children are supported to behave well in the childminder's home. They confidently access the toys and resources they want to play with and make free choices about how they would like to spend their time. Children happily engage with the childminder, and she sensitively supports children with their personal care. For example, she encourages children to wash their own hands before snack time so they are developing an awareness of how to stop germs spreading. The childminder actively praises children and points out what they have achieved by themselves. This helps children grow in self-confidence.

The childminder plans a curriculum that builds on what children already know, their interests and their personal experiences. Children have enjoyable and exciting days with the childminder. The childminder provides numerous activities for children to explore and learn about the wider world. For instance, they visit local farms and parks as well as soft-play centres and playgrounds. This helps children to develop confidence in new social situations.

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

- The childminder uses her secure knowledge of child development and how young children learn to develop her curriculum. This is implemented flexibly to enable children to lead their play as much as possible. She encourages children's curiosity and independence, which means they are ready for their next stage of learning.
- The childminder regularly observes and assesses children to check on the progress they are making. She uses her assessments to identify any gaps in a child's development and their next-step learning targets. However, the childminder does not always plan activities to support the precise next step and fully maximise children's learning potential.
- The childminder provides enjoyable activities for children to take part in, and they enjoy using their imagination and playing together. She uses rich language as she interacts with them and builds well on their communication skills. For example, she uses books and songs skilfully to support children's understanding of language. Children join in with action songs, such as 'Round and Round the Garden', enthusiastically, giggling as they sing. They know what will happen next in their favourite stories and that the images in a book have meaning. Children talk about the pictures, counting objects and naming the colours.
- The childminder encourages children to count and share the colours they see while playing with cars and blocks. However, opportunities for children to gain a

greater understanding of other mathematical concepts, such as shapes, problem-solving, size and comparison, are less evident.

- Children progress well with their physical development. The childminder provides them with opportunities to be physically active, such as pushing push-along toys up and down, developing their balancing skills and strengthening their muscles. Children concentrate as they play and make marks with shaving foam, practising their smaller-muscle movements.
- The childminder works in partnership with parents to provide an induction that is tailored to each individual child. For example, she provides settling-in sessions to ensure that each child is happy and settled before they start. The childminder gathers detailed information from parents about what their children already know and can do. She ensures that information about children's progress and next steps in learning is shared with parents regularly.
- The childminder supports children's health well. She follows effective hygiene routines to help minimise the spread of infection.
- Children gain age-appropriate levels of independence. They help to clean the table after messy play and tidy toys away ready for the next activity. The childminder prepares children well in readiness for using the toilet or potty.
- The activities and experiences children enjoy with the childminder prepare them for life in modern Britain. Children are respectful to each other and display good manners.

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:

- refine the planning of activities so that they are more precisely tailored to meet children's individual learning needs to help them make the best possible progress
- strengthen opportunities for children to gain a greater understanding of mathematical concepts, such as problem-solving, comparisons and critical thinking.

Setting details

Unique reference number	EY453494
Local authority	Stoke-on-Trent
Inspection number	10388444
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	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 July 2019

Information about this early years setting

The childminder registered in 2012 and lives in Stoke-on-Trent. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides government funded places for childcare.

Information about this inspection

Inspector

Alexandra Beardmore

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on the children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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