

Childminder report

Inspection date: 13 December 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 provides a welcoming and nurturing environment for the children in her care. She has a calm, kind manner and forms strong relationships with the children, which helps them to feel safe and emotionally secure. The childminder provides children with an exciting curriculum that builds on their interests. She uses these interests to develop and embed children's past learning, and then supports them to develop new skills. For example, toddlers enjoy playing with dough. They show their prior knowledge as they squeeze and roll the dough. The childminder builds on this interest by introducing scissors and skilfully supports the children to hold the scissors correctly and snip the dough, giving encouragement and praise as they develop new skills.

Children behave well. The childminder has high expectations for their behaviour and conduct. The children start to understand the routine of the day and they follow instructions well. The childminder is a good role model for children. She patiently explains to them the importance of sharing toys and taking turns. The childminder understands how to develop children's independence skills. She encourages children to do things for themselves. For example, younger children put shapes into shape sorters, pick up the blocks and work out where to put them. The childminder gives them time to think and try for themselves. Older children make progress in acquiring the skills they will need for school, such as putting on their coats and using the toilet independently.

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

- The childminder has a strong ethos for the children in her care. She wants them to learn whilst having fun, using the large range of experiences she offers. She places an emphasis on developing children's communication and language skills to enable them to be confident learners and to be ready for their next stage of learning. The childminder undertakes regular professional development to ensure her practice is up to date and she confidently explains how the impact of this training benefits the children in her care. She also networks with other childminders to share good practice ideas and support each other's well-being.
- The childminder develops a well-sequenced curriculum that supports all children to make good progress from their starting points. Children develop their small-motor skills and show a can-do attitude as they put jigsaw pieces into place or mark-make with play dough. They develop their imagination as they role play in the home corner, feeding their dolls and giving them cuddles. The childminder introduces mathematics in an age-appropriate way to the children as they count bricks and identify colours and shapes.
- Overall, the childminder promotes children's language development well. She provides children with a language-rich environment. She narrates children's play

and repeats words for children to hear. Children enjoy stories, singing and taking part in action songs, which promotes their communication skills. However, on occasion, the childminder does not give children enough time to respond to develop their emerging communication and language skills even further.

- Children have a good range of learning experiences outside the childminder's home. For example, the childminder takes them to the shops to buy fruit for snacks. They visit the library to look at the books and go to the park and soft play area to build on their physical skills. The childminder also joins other childminders in the area to visit the local forest school and toddler groups. This enables children to see the community around them, mix, develop their social skills with other children outside the home and learn about real life experiences.
- Partnerships with parents are strong. Parents comment on how much they value the childminder's caring and friendly approach. They also comment on the range of opportunities she gives the children, such as pumpkin picking and fruit tasting. Parents have daily communications about their child's day and developmental milestones. However, the childminder does not give parents ideas of how they can further support children's learning at home.
- The childminder promotes children's health and well-being. She ensures they have daily fresh air and exercise. The childminder teaches children how to be healthy and how to keep safe. For example, she ensures they understand road safety when they go out into the community. The childminder understands her safeguarding responsibilities and explains the procedures she would take if she felt a child was at risk of harm.

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:

- allow children more time to listen and respond during interactions to develop their communication skills even further
- share ideas for home learning with parents to enable the best possible outcomes in the children's development.

Setting details

Unique reference number	EY470409
Local authority	Staffordshire
Inspection number	10373724
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 4
Total number of places	3
Number of children on roll	5
Date of previous inspection	2 May 2019

Information about this early years setting

The childminder registered in 2013 and lives in Stafford. She operates all year round, Monday to Thursday from 7.30am until 5.30pm, and Friday from 7.30am until 5pm, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. The childminder provides funded early education for all eligible children.

Information about this inspection

Inspector

Sue Smith

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 interactions between the childminder and children.
- Parents shared their views of the childminder 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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