

Childminder report

Inspection date: 12 September 2019

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and content as they sit and work together. They have opportunities to enhance their physical skills as they capably place bands around pegs to create different shapes. They fully engage with the activity and the childminder offers them support when needed. The childminder knows the children considerably well. She understands their levels of development, likes and dislikes, and uses what she knows to plan appropriate activities. For instance, at snack time the childminder encourages children to try new flavours and textures in food. Children are encouraged to be active learners. The childminder praises them as they attempt to master new skills, such as independently putting on a coat. Their successes are celebrated and shared with their peers. Children enjoy themselves as they learn new information. For instance, while looking at pollen, they are encouraged to make links to a favourite counting song about bees and honey. Children show good levels of curiosity as they explore. However, they are not given enough time to process their thoughts before the childminder provides an answer for them. Children have strong relationships with the childminder. They are confident and interact easily with visitors, and know that they can depend on the childminder. Children keep themselves safe by following the childminder's guidance within a secure and safe environment. For example, when cutting herbs and flowers in the garden, they know how to handle scissors and walk safely. The childminder has developed good relationships with the local schools to support children's next stage of learning. She seeks information and practices from Reception teachers to support children's literacy development through phonics.

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

- The childminder reflects on her practice by gaining the views of parents and using a network of local childminders to collaborate. Children benefit from a good-quality education as the childminder regularly keeps her knowledge up to date through research and completing courses.
- The childminder provides children with a well-resourced and organised environment indoors and outdoors. The purpose-built cabin gives children a place to play with a range of high-quality resources that encourage curiosity and challenge. Outside, children have good opportunities to use equipment and space to enrich their physical development.
- Children happily play and explore the environment together. They consistently follow the rules and sometimes guide others to follow the instructions that have already been set. For example, as children attempt to get on to the hammock, one child gives direction on how to get onto the equipment safely. Later in their play, another child advises their peers not to swing.
- The childminder and children have formed very strong attachments. The childminder understands the needs of the individual children and raises their

confidence as they become more independent. For instance, she provides the necessary equipment to shell peas and she supports children to choose how they want to complete the task.

- Children are provided with a beneficial curriculum where they make good and sometimes better than good progress. All areas of learning are supported in different activities and children are having fun while they learn. For example, children's physical and counting skills are developed as they play with the play dough.
- The childminder creates secure and effective parent partnerships. For example, parents contribute to the assessment of children's development. Some parents share observations of learning that occurs at home with the childminder to ensure that children's progress is accurate. The childminder ensures required progress checks are shared with parents promptly.
- The childminder supports children's language by role modelling new words. Sometimes, she is over-eager in her questioning and children are not always provided with sufficient time to respond. Therefore, opportunities are missed to extend children's thinking skills even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder confidently recognises signs that a child may be at risk of harm. She has a thorough understanding of safeguarding protocols and actions to take if there are concerns about a child's welfare. The childminder ensures her knowledge is kept up to date through regular training which includes safeguarding and first aid. This helps to ensure children's safety and well-being are met. The childminder maintains accurate records, such as accident and medication forms, to support the safe and efficient running of the provision and to keep children safe.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- adapt teaching to provide children with enough time to think through and answer questions independently and help them to develop their good thinking skills even further.

Setting details

Unique reference number	EY306621
Local authority	Staffordshire
Inspection number	10116083
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	26 January 2015

Information about this early years setting

The childminder registered in 2005 and lives in the Walton area of Stafford. She operates all year round from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Laura Green

Inspection activities

- The inspector had a tour of the environment accessed by the children.
- Relevant documentation, including children's records and training documentation, was looked at.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with some parents and read parents' written testimonials, and took their views into consideration.
- The inspector spoke with the childminder and children at appropriate times during the inspection.

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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