

Childminder report

Inspection date: 16 October 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder organises the environment with the needs of children in mind. The playroom offers a good range of resources, which are easily accessible, and children enjoy their time in the childminder's care. Children have a close relationship with the childminder and are confident. For example, the childminder gives new children the attention they need to help them settle and feel safe. The childminder manages the mixed-age group well and offers a good range of experiences to engage children, including babies. Children enjoy the familiar routine and respond quickly when it is time for lunch and outdoor play. They show good levels of concentration during activities. For example, children talk about what they see as they look out of the window to identify the weather as they complete the weatherboard. The childminder promotes children's literacy skills well. For example, children enjoy making marks and writing. They learn to recognise their names and to link letters and sounds. Children enjoy counting and can recognise colours. However, children do not show the same level of interest in exploring concepts such as quantity, weight and measurement. Children show a keen interest in the natural world as they discuss the autumnal photographs and observations in the garden and consider how the leaves are changing. They are imaginative and use a range of media, materials and techniques such as dough, paint and collage to make their creations.

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

- The childminder is well qualified and experienced and has a good knowledge of how children learn and develop. Teaching is good, and she provides a varied range of experiences to prepare children for their next stage of learning such as nursery or school.
- The childminder places a good focus on promoting children's communication and language skills during her interactions. She skilfully promotes discussion about what children are doing during activities to help them learn. She uses books well to capture children's interests and to reinforce learning.
- The childminder observes and assesses children's learning and plans activities for their enjoyment and to help them progress. However, she does not always use what she knows about children's learning to help her provide activities with the highest level of challenge to help children make the best possible progress.
- The childminder adopts a professional approach and parents are kept well informed about the service she provides and her policies and procedures. She works closely with parents to help support children's learning. For example, she offers advice and support on issues such as potty training, sleep routines and weaning children off dummies to improve their speech.
- The childminder attends regular training and local childminding forums and groups to keep abreast of changes in legislation and early years issues to extend

her practice. She is keen to try new ideas. However, she does not incisively evaluate practice to help her identify precisely how she can raise children's achievements even further.

- The childminder uses the seasons as a good base to help children learn about the natural world. For example, children follow the life cycle of the caterpillar and tree and currently make regular outings to see lambs. Children help to grow vegetables in the garden and help pick the apples from the tree. They use the fresh produce for their snack.
- The childminder provides freshly prepared meals which are healthy and nutritious. She reinforces the importance of healthy eating during mealtimes. For example, children learn that sugary foods and drinks should be limited and exercise is good for their bodies.
- Children manage controlled risk as they climb and use the outdoor equipment. For example, they learn how to safely use the swing hanging from the tree and use the steps as they collect the apples from it. Children behave well and learn how to respect and be kind to each other and the family's pet dog.

Safeguarding

The arrangements for safeguarding are effective.

There are robust procedures in place to ensure household members are suitable and their ongoing suitability is assessed. The childminder has a clear understanding of child protection issues and knows the procedure to follow if she has a concern about child abuse or neglect. The home is clean and suitable and good practices are in place to prevent the spread of infection. There are effective systems in place to keep children safe on outings and during car journeys. The childminder supervises children well and they understand the rules in place for their safety.

What does the setting need to do to improve?

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

- adopt a more reflective approach to help evaluate practice and identify further areas for development, for instance promoting aspects of children's mathematical learning even further
- focus more sharply on making the very best use of children's assessment information to help provide highly challenging activities to help them make the best possible progress across the curriculum.

Setting details

Unique reference number	EY458844
Local authority	Staffordshire
Inspection number	10075385
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	28 June 2016

Information about this early years setting

The childminder registered in 2013 and lives in Stafford. She operates all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children during the inspection.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector looked at a sample of the childminder's documentation. This included information about the suitability of household members and the childminder's policies and procedures.
- The inspector took into account the views of parents.

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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