

# Childminder report

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Inspection date: 2 December 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 show that they are happy, feel safe and enjoy spending time with childminder. They are motivated to play and learn, sustain concentration in the activities and show high levels of engagement. Children develop their writing skills as they make marks on a chalkboard. They are well behaved, have a clear understanding of what the childminder expects from them and follow her instructions well. For example, children tidy up the toys when asked before they move to the next activity. Children confidently express their feelings with the childminder and they seek comfort from her when they need it. They are well prepared for the next stage of learning. The childminder provides a well-laid-out environment which helps children to make independent choices about their learning. For instance, the children select resources and show enjoyment as they action ironing and use their small finger muscles to peg the clothes out. The childminder plans appropriate age-related activities to encourage and support children's learning and development. The childminder provides parents with regular updates regarding their child's progress.

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

- The children form good relationships with the childminder and her family. The childminder effectively role models good behaviour in social situations and talks to the children about taking turns. Children display secure connections with each other.
- The childminder talks to the children, consistently models the pronunciation of words and introduces new vocabulary. She encourages the children to repeat the names of shapes as they search for them in the blocks. Furthermore, she sings songs with the younger children and provides storybooks for them to enjoy. Children develop good communication, language and literacy skills.
- The childminder displays a secure knowledge of how to extend and build on the children's interests. She uses the blocks to skilfully support children's language development and mathematical understanding. She asks them to recognise the different colours and shapes of the different blocks and match them together. This helps to challenge the children to develop their critical-thinking skills.
- The childminder provides support for children as they start to manage their own care needs. For example, as young children are ready to go to the toilet by themselves, the childminder supports them with clear instructions and remains close by in case they require further assistance. Children become confident to be self-sufficient in hygiene practices.
- The childminder takes her time to ensure that children are well prepared for the transition to school. She has created very secure links with the local school and involves the children in a variety of the school's activities. Children are getting to know the teachers and are more confident in the school environment ready for

when they start.

- The childminder carries out a structured assessment process and has a clear understanding of what children are capable of. She monitors and identifies where children's learning experiences can be further enhanced and uses this knowledge to plan future activities. Children make good progress.
- The childminder creates good relationships with parents. She keeps them informed of their children's progress and encourages parents to add relevant information to their child's learning journal. When children start at the setting the childminder collects information on their care needs from parents. However, she does not gather enough comprehensive information about children's existing skills and abilities with regards to their learning.
- The childminder attends all mandatory training. She has made a good attempt to keep her knowledge around teaching and learning up to date through a wide range of reading. However, the current self-evaluation process is not yet fully effective. It does not enable her to target areas for improvement to help raise the quality of her teaching to a higher level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her responsibilities to keep children safe and attends regular safeguarding training. She has a good understanding of potential signs that may indicate a child is at risk of harm and how to seek help to protect them should the need arise. The childminder also has good knowledge of wider safeguarding issues, such as radicalisation. She keeps the required records, which are robust and accurate. The childminder takes the appropriate measures to help keep children safe. For instance, the learning environment is regularly risk assessed and older children learn about road safety on the route to school.

## What does the setting need to do to improve?

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

- strengthen the self-evaluation process to further identify areas for development
- collect more information from parents when finding out about what children know and can do when they first attend, to inform the assessments of their starting points.

## Setting details

<b>Unique reference number</b>	EY304478
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10073511
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	19 July 2016

## Information about this early years setting

The childminder registered in 2005 and lives in the Gnosall area of Stafford. She operates her provision all year round from 7am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Laura Green

### Inspection activities

- The quality of teaching during activities was observed by the inspector. She assessed the impact this has on children's learning.
- The inspector looked at a sample of the relevant documents. This included evidence about suitability of those living at the premises.
- Discussions were held between the childminder and the inspector 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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