

Childminder report

Inspection date: 20 December 2019

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Outstanding |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

The childminder uses her experience and knowledge of children well to create an exciting curriculum that meets their needs. She talks with enthusiasm about how she uses a range of teaching skills to meet children's unique learning styles. The childminder understands how to create exciting learning opportunities, indoors and outdoors, to support children to make good progress across all areas of learning. Partnerships with parents are strong. Parents comment on the childminder's positive approach to work. They describe her as welcoming, kind and caring. Parents value the high-quality interactions the childminder gives and the extensive experiences in the community their children enjoy with her.

The childminder has high expectations of what children can achieve over time. She assesses their progress well from the start and knows exactly what they need to learn next. Children are confident and demonstrate that they feel safe and happy with the childminder. The childminder interacts extremely well with the children. She is affectionate and gentle in her approach.

The childminder is a positive role model who encourages children to learn about respecting themselves and others and to ask for things politely. For example, young children spontaneously say 'please' when they ask for something they want. The childminder has high expectations for children's behaviour. They behave very well in response to praise and encouragement throughout their time with the childminder.

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

- The childminder uses the settling-in process to gain an understanding of children's routines and interests. She gathers detailed information about children's individual backgrounds to provide highly successful continuity of care. Children benefit from a partnership between the childminder and their parents to ensure their needs are consistently being met.
- The childminder reflects on her practice well. She keeps up to date with any changes to help improve children's care and learning and has established effective relationships with other professionals. For example, she discusses her practice with other childminders and makes good use of local networking groups and training to support her continuous professional development.
- The learning environment is well presented to ensure that children are able to make choices from the wide range of resources available to them, while having suitable space to play freely. Examples of their work are prominently displayed. Children are confident in their environment. They invite the childminder into their play and ask for support without hesitation.
- The childminder engages in conversation during play with children and asks

open-ended questions, promoting communication skills. The childminder provides daily opportunities to listen to stories and sing songs. However, she does not always use all opportunities for children to build on their vocabulary and understand complex words when they are introduced in stories.

- The childminder supports children to develop their early mathematical skills by providing opportunities for them to learn to count in their everyday routines and activities. For example, she skilfully uses children's interest in 'The Gingerbread Man' to explore the concept of size and shape as they create their own figurine. The childminder encourages children to consider the shapes they make and which they require next.
- The childminder's curriculum is focused on giving children valuable life skills while out in the community. For instance, children learn about the seasons as they visit local woodland and farms where they observe the differences in the natural world around them. Children frequently visit groups where they meet and socialise with other children and adults. For example, they engage with elderly neighbours by taking cards and flowers, and visit the space centre and local museums, all of which support topics they are learning about. As a result, children are exceptionally well prepared for the next stage in learning as their natural curiosity is fostered and supported.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a clear safeguarding procedure and knows the local referral procedures to follow if she is concerned about a child's welfare. She has a secure knowledge of the signs and symptoms of abuse and neglect. The childminder ensures her knowledge is up to date by attending regular safeguarding training and maintains her first-aid qualification. The childminder is professional and well organised. She successfully implements a variety of records, policies and procedures to support her practice. She carries out comprehensive and effective risk assessments on the premises, equipment and outings to ensure that children play in a very safe and secure environment.

What does the setting need to do to improve?

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

- support children's developing vocabulary by explaining new, more complex words and how to use them in context.

Setting details

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| Unique reference number | EY546612 |
| Local authority | Staffordshire |
| Inspection number | 10103844 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 9 |
| Total number of places | 6 |
| Number of children on roll | 11 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2017. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Beverley Devlin

Inspection activities

- The inspector completed a joint observation with the childminder.
- The inspector observed the interactions between the childminder and the children.
- The inspector took account of parents' views through their written comments.
- The inspector observed learning activities and assessed the impact of teaching on children's learning.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- A range of documentation was looked at, including safeguarding policies, training certificates and children's learning journals.

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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