

Childminder report

Inspection date: 24 January 2020

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

Children enjoy the time they spend with the childminder. They are welcomed into a relaxed and caring environment where they are happy, settled and safe. The childminder provides a good range of activities and experiences that are tailored to each child's interests and development needs. The childminder has developed good partnerships with parents, which contribute towards a consistent approach to meeting children's needs. The childminder encourages parents to bring their children for settling-in visits. She gathers useful information from parents about their children's routines and capabilities before they start. This supports children's sense of belonging. Children behave well and respond positively to others, developing their social skills. The childminder involves children in making decisions. She asks them what activities they would like to take part in, and she respects and values their choices. Children sit closely during their play and ask for support without hesitation. They start to make positive relationships. Children develop good early literacy skills. For example, they learn the sounds that letters represent and are keen to name objects on a variety of posters. The childminder takes children out on visits. For example, they go to the park, the library and a farm. This helps to broaden children's understanding of the wider world.

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

- The childminder knows children well and understands what she needs to do to help them move on to the next stage in their learning. She uses her observations of children's play to help identify their next steps for learning and plan interesting activities. Children show high levels of curiosity and gain essential skills that they need to prepare them for future learning.
- Children are supported to be confident and independent. For example, the childminder organises toys and resources so that they can freely choose and decide what they want to play with. Children readily tidy away toys when they have finished playing with them.
- The childminder is a good role model. She encourages children to share and take turns with resources. Children are polite and say 'please' and 'thank you', often without a prompt. Children are beginning to learn about the importance of healthy lifestyles. The childminder encourages children to make healthy eating choices at mealtimes. Children sit well at the table and understand about good hygiene practices, such as washing their hands before eating.
- Children develop good communication and language skills. The childminder talks to children and introduces new vocabulary. Children snuggle up to the childminder for a story and listen intently to their favourite books. They turn the pages and recall the next part of the story, demonstrating a secure understanding that the print they see carries meaning.
- The childminder helps children to develop their mathematical skills. Older

children learn to recognise and use numbers and shapes in their everyday routines. During activities, the childminder encourages children to participate as she asks lots of questions. However, at times, she does not give them enough time to develop their ideas and respond to her fully.

- The childminder promotes a continuous two-way flow of information with parents to help support their children's learning at home. She provides parents with regular information about the activities children take part in and their achievements during their time with her. Parents' feedback is positive about the childminder.
- The qualified and experienced childminder reflects on the service she provides and identifies ways to improve further. For example, she has recently enhanced the outdoor play area to make this more inviting and accessible. This has a positive impact on outcomes for children.
- The childminder works closely with other childminders in the local area. They meet regularly to share ideas. She researches new information to update herself on new legislation and regulations. Although the childminder evaluates her practice, she has not considered how to extend her teaching skills and improve children's learning through continuous professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection and wider safeguarding issues. She reviews her policies and procedures regularly to ensure they are kept up to date with any changes. The childminder has a secure knowledge of the signs and symptoms that a child may be at risk of abuse. She knows how to act quickly in the event of a child protection issue. The childminder is organised and makes sure children are cared for in a safe and secure environment. She carries out regular risk assessments to identify and minimise any hazards, both at home and during outings.

What does the setting need to do to improve?

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

- use professional development to focus precisely on raising the quality of teaching and children's learning to a higher level
- provide older children with the time that they need in order to think, respond and talk through their own ideas.

Setting details

Unique reference number	EY307580
Local authority	Staffordshire
Inspection number	10073530
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	4 to 11
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 January 2016

Information about this early years setting

The childminder registered in 2005 and lives in Uttoxeter. She operates her service all year round from 7.30am to 5pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence of suitability and training.
- The inspector took account of the views of parents through written feedback provided.

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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