

# Childminder report

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Inspection date: 21 January 2020

|                              |             |
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| <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> |
|-------------------------|-------------|

|                      |             |
|----------------------|-------------|
| Personal development | <b>Good</b> |
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|                           |             |
|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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| Overall effectiveness at previous inspection | Not applicable |
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## What is it like to attend this early years setting?

### The provision is good

Children settle quickly into this well-planned and homely environment. They confidently explore their surroundings and play alongside other children of all ages. For example, young children giggle with excitement as older children encourage them to join in with building and role-play activities.

Children develop strong bonds with the childminder, who is caring and attentive to their individual needs. Children have high levels of self-esteem. They respond well to the ongoing praise offered by the childminder and consistently use their manners. Children are confident and curious learners who communicate well. They select from the high-quality learning resources on offer and engage independently in activities.

Children relish their time in the large outdoor area. For example, they watch the farmer in the adjacent field and then take turns 'towing the trailer' with their ride-on tractor. Children recall the names of the childminder's pet chickens and demonstrate how to feed them safely. They visit the beehive and explain that the bees make honey, which will be collected in the summer.

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

- The childminder is well qualified. She understands how children learn and develop and has high expectations of what they can achieve. High-quality resources and open-ended activities are used effectively to respond to children's interests and next steps in learning.
- The childminder spends considerable time in getting to know children individually. She uses her knowledge of what children can do to plan challenging learning opportunities across all areas of the curriculum. As a result, all children make good progress from their starting points.
- The childminder is a positive role model. She uses a range of strategies, which consider children's age and stage of development, to manage their behaviour promptly and effectively. For example, she reinforces the importance of sharing toys and encourages the children to take turns when playing.
- The childminder places a strong focus on children's personal development. She encourages them to develop a can-do attitude as they learn to find their own shoes and coats, handle utensils and use the bathroom independently.
- Children have daily access to fresh air in the childminder's large garden. They develop their physical skills as they self-propel small vehicles and negotiate the climbing frame. Children care for small animals and learn about the food chain as they visit the childminder's chickens and collect the eggs.
- The childminder has developed strong relationships with parents, who speak enthusiastically about the 'exceptional' care she provides. She works together

with parents to identify children's starting points on entry to the setting, and uses this information to plan appropriate initial learning opportunities. However, she has not fully developed systems to share information with parents to help them support their children's learning at home.

- The childminder promotes a language-rich environment in which children develop good communication skills. Children enjoy songs and stories and constantly talk about what they are doing.
- The childminder plans effectively for her own professional development. She receives support from the local authority and is proactive in seeking training opportunities which help her to continually improve her practice.
- The childminder has developed good relationships with other settings that the children attend. She regularly shares information about children's progress. This ensures a consistent approach to children's learning and helps them to move smoothly between settings.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe from harm. She regularly checks her premises and equipment for signs of wear and tear, and takes prompt action to remove potential hazards. The childminder can identify the signs of abuse and neglect and knows the steps to take if she is concerned about a child. She attends training to ensure that her practice remains up to date, and she is aware of wider safeguarding concerns, such as radicalisation. Children learn how to manage their own safety and identify risks. For example, they explain that the 'decking may be slippery' and that they 'must not run'.

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

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

- extend the information shared with parents to help them further support their children's learning at home.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY550832  |
| <b>Local authority</b>             | Staffordshire   |
| <b>Inspection number</b>           | 10133781  |
| <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>  | 8   |
| <b>Date of previous inspection</b> | Not applicable  |

## Information about this early years setting

The childminder registered in 2017 and lives in Staffordshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

## Information about this inspection

### Inspector

Justine Cope

### Inspection activities

- The inspector viewed a sample of the childminder's documentation, including training records and evidence of the suitability of adults living at the property.
- The inspector took part in a learning walk with the childminder. This included looking at how the curriculum is delivered.
- The inspector spoke with children and parents during the inspection and took account of their views.
- The inspector observed the quality of teaching indoors and outdoors during the inspection. She jointly evaluated an activity with the childminder.
- The inspector held a meeting with the childminder and discussed how she plans for the development of her provision.

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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