

# Childminder report

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Inspection date: 24 January 2020

<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**

The childminder expects children to be courteous and to be respectful to others. Children are kind and caring and form special friendships with each other. The childminder models how to use her 'voice command computer' that answers her questions and plays any songs on request. This helps children to recognise how technology can be used in homes to support daily routines. The childminder instructs the computer to play children's chosen songs. She enthusiastically dances to the music with them. The childminder plans activities around children's interests. For example, children really enjoy the story about people made from sticks. The childminder encourages them to match, count and talk about the sizes of the laminated pictures of people made from sticks. She expands this activity further and encourages children to explore the real sticks and wool. Some children come up with ideas of how they can make people with these materials. Children cuddle up to the childminder on the sofa as they listen intently to the story she reads to them. The childminder makes sure that the children can see the book and models a clear voice with expression to hold children's interest. During such activities, she increases children's knowledge of numbers and of a range of feelings. Children develop their independence skills. For example, they learn to put the toys away before they move onto another activity. Children are happy, confident, settled and keen to learn.

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

- The childminder constructs a curriculum that successfully promotes children's development across all areas of their learning. The curriculum places a particular emphasis on encouraging children to develop their physical abilities, communication skills, creativity and love of reading. However, the childminder does not focus strongly enough on fully developing children's awareness of how they differ from, or are similar to, other people in the wider community.
- The childminder has a good understanding of how children learn and develop. She uses every interaction as an opportunity to build effective relationships with children and to develop their understanding and use of language. The childminder regularly assesses children's progress to identify any gaps in their learning so that she can plan activities and experiences to help them catch up.
- The childminder builds effective relationships with the children. For example, she offers reassurance, encouraging smiles and cuddles when needed. Furthermore, she chats to the children as she plays alongside them. The childminder acts as a good role model for the children. She consistently encourages and praises their good behaviour. Children behave well and show a high regard for one another.
- The childminder regularly takes the children to her allotment where they pick strawberries, dig potatoes up and grow dahlias, sweet peas and herbs. Activities like these help children to learn about where their food comes from and about

how plants grow. The childminder regularly takes the children to the local outdoor playground. This helps them to learn to take manageable risks and experience challenge in their play. This, along with nutritious meals and snacks, helps to ensure that children's health and well-being are fully promoted.

- Children have good opportunities to develop their balance and coordination skills in the garden. The childminder uses everyday experiences to develop their knowledge of animals. For example, she excitedly calls the children to observe the bird of prey that has landed on the garden fence. This, along with discussion, helps to consolidate their learning.
- The childminder regularly looks at the local authority's childminder support website and undertakes research in learning and development topics. This, along with welcoming any suggestions from parents, helps her to improve the overall quality of her practice.
- The childminder successfully works in partnership with parents. She enhances parents' understanding of how their child's learning can be best supported at home. For instance, through discussion, the sharing of photographs, the daily diary and information about children's progress. Parents speak highly of the childminder and say that she is lovely, friendly, kind and outgoing.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended child protection training. She has a good understanding of the possible signs of abuse and a strong awareness of her responsibility to protect children from harm. The childminder is vigilant in her supervision of children. She conducts effective risk assessments that help her to identify and minimise any potential hazards to children. On rare occasions, the childminder works with an assistant. She supervises the assistant closely to ensure that he remains aware of his responsibilities.

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

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

- help children to develop an even greater understanding, and respect for, the similarities and differences between themselves and others in the wider community.

## Setting details

<b>Unique reference number</b>	209691
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10065974
<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>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	20 October 2015

## Information about this early years setting

The childminder registered in 1996 and lives in Stone, Staffordshire. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder very occasionally works with an assistant. She offers funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Linda Yates

### Inspection activities

- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and evaluated how well she assesses children's progress and plans for the next steps in their learning.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- The inspector took account of the views of parents and children spoken to on the day.

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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