

# 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**

Children are greeted warmly when they enter the childminder's home. They are happy, settled and eagerly explore the interesting resources and toys on offer. Children are engaged in their play and learning. The caring childminder and her assistant provide a mixture of adult-led and child-initiated learning experiences with children's interests in mind. As a result, children are making good progress from their starting points. Children confidently choose the direction of their play and become engrossed in their chosen activity. Children develop close bonds with the childminder and her assistant. This helps children to feel safe and secure. Children are beginning to learn about positive behaviour and the behavioural expectations in the childminder's home. As a result, their behaviour is good. Children benefit from enjoyable music and movement sessions provided by the childminder and her assistant. For example, they sing and dance to 'Head, Shoulders, Knees and Toes', and have fun playing with musical instruments. This helps to enhance children's creative development and how to express themselves. Children have opportunities to explore the childminder's garden and practise their physical skills in the fresh air. Their self-esteem and confidence are fostered well through the support and encouragement given during their play and activities.

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

- Children benefit from regular outings with the childminder and her assistant. For example, children take part in visits to the local soft-play centre and places of interest. This helps to support children's understanding of the world and helps them to build wider friendships and develop their social skills.
- Older children are confident in social situations and when talking to others. They display a rich range of vocabulary as they recall past experiences. For example, they describe what happens to ice when it melts and talk about different sea creatures. Younger children are encouraged well to use everyday words to support their developing communication and language skills.
- Children enjoy using a range of different pens and pencils to explore mark making and develop their early writing skills. The childminder and her assistant talk to the children about what they are doing. They ask a range of open-ended questions to encourage children to think, build on their understanding and express their ideas.
- The childminder and her assistant observe the children and accurately assess their progress and plan for their next steps in learning. Although the childminder and her assistant provide a range of enjoyable activities, they miss opportunities to fully extend and challenge older children's learning and help them to reach the highest level of achievement.
- Children have wonderful opportunities to learn about nature and care for animals. The children plant seeds and help to feed the childminder's guinea pigs

and chickens. The childminder supports children to develop an awareness of different traditions and cultures through various activities, experiences and resources. For example, children enjoy decorating dragons and tasting different foods to learn about Chinese New Year.

- The childminder and her assistant work with parents to assess children's achievements when they first start and share information on the progress they are making. The childminder encourages parents to share what their children learn at home and works closely with them on positive behaviour strategies. This helps to ensure a consistent approach.
- Parents speak highly of the childminder and her assistant. They say they are loving, caring and their children have lots of fun. Although the childminder has built positive relationships with parents, she does not consistently gather their views to help her to evaluate all areas of her provision.
- The childminder and her assistant are very attentive to children's individual needs and know them very well. Children are encouraged to develop their independence skills and to carry out small tasks. For example, they help to tidy up toys and resources when they are finished playing with them. Older children are encouraged to take an active part in managing their own self-care in preparation for their eventual move to school.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of the signs that may indicate a child is at risk of neglect or abuse. They have clear knowledge of wider safeguarding concerns, including being drawn into extreme situations. The childminder and her assistant demonstrate a thorough understanding of safeguarding protocols and actions to take if there are any concerns about a child's welfare. The childminder conducts regular risk assessments to help to minimise the risk of accidents and to ensure the areas where children play are safe and suitable. The childminder and her assistant are qualified in paediatric first aid.

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

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

- consider ways of gathering the views of parents to support evaluation of all areas of the provision
- provide more highly challenging activities to extend older children's learning even further.

## Setting details

<b>Unique reference number</b>	EY463319
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10075471
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	28 July 2016

## Information about this early years setting

The childminder registered in 2013 and lives in Lichfield, Staffordshire. The childminder operates her provision all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

## Information about this inspection

### Inspector

Angela Hulme

### Inspection activities

- The inspector completed a learning walk with the childminder and discussed how she implements her educational programme.
- The quality of teaching and the impact on children's learning was observed.
- The inspector took into account the views of parents from written testimonials.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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