

Childminder report

Inspection date: 29 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the childminder's home. They enjoy activities such as threading pasta onto pipe cleaners to create a necklace or bracelet. The childminder encourages children to explain why they are joining two pipe cleaners together. She supports their mathematical language by saying it is 'longer'. Children have fun sorting coloured golf tees, which they can use in wire baskets to create their own patterns. However, the childminder overlooks opportunities to further develop children's next steps in learning, such as counting. Children learn about other cultures and festivals. For example, they enjoy sharing the story of the Chinese New Year. The childminder encourages the children to match the animal finger puppets with the animals in the story and to recall parts of the story. Children have numerous opportunities to develop their physical skills. For example, the childminder takes the children swimming and to a gymnastics class. The childminder encourages children to make choices as they play, giving them time to explore and follow their interests. This helps children to develop positive attitudes in their learning. Children behave well. The childminder is skilled at distracting children and helping them to engage in more purposeful activities, if required. She teaches children how to share and take turns with resources.

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

- Children develop strong and caring relationships with the childminder. They are confident and are developing their independence. For example, they ask the childminder for help to remove their apron only after several attempts to do this themselves.
- The childminder works closely with parents and other settings children also attend. They regularly share information about children's care and activities. As a result, they are all involved in supporting children's progress and developing their next steps in learning.
- Children benefit from a broad range of outings where they learn about the wider community. They regularly attend local toddler groups which provides the children with new experiences and helps to support their social development well.
- The childminder assesses children's development and monitors their learning continually. Children make good progress from their starting points and learn key skills needed to help them in readiness for their eventual move on to school.
- The childminder identifies some next steps in children's learning. However, on occasions, she misses opportunities to target these next steps and extend children's learning further, for example, saying numbers in order and counting as children engage in everyday activities.
- Children engage well in their chosen activities and are motivated and enthusiastic learners. For example, they enjoy using their imagination in the

role-play kitchen. Children demonstrate their developing understanding about healthy lifestyles, as they pretend to cook scrambled eggs for breakfast. They explain why some foods are good for you and talk about exercising to keep healthy.

- The childminder considers ways in which to continually improve and develop her setting. She regularly gathers the views of parents and children, which she always takes into consideration. Parents' comments are very positive, and they are happy with everything the childminder provides, especially the swimming and gymnastics.
- The childminder completes all mandatory training, such as paediatric first aid, safeguarding and food safety. However, she has not focused her professional development sufficiently on raising the quality of teaching, to achieve the highest possible outcomes for children.
- The childminder provides opportunities for children to solve problems and test their own ideas. For example, children have fun exploring what happens when they send balls down long cardboard tubes. They investigate what happens when they raise the height of the tubes. Children work together and take it in turn to send the balls down and gather them at the other end.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge of the signs and symptoms that may be present if a child is being abused. She understands the procedures to follow should she have concerns about the welfare of a child. The childminder attends regular training in order to keep her safeguarding knowledge up to date. She is also aware of her responsibilities should an allegation be made against her, or a member of her household. The childminder carries out regular checks to her home to ensure children learn and play in a safe environment.

What does the setting need to do to improve?

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

- make better use of everyday opportunities to further extend children's use of numbers and counting to enhance their understanding of early mathematical concepts
- explore ways to engage in professional development opportunities that focus more precisely on further developing knowledge and skills to improve outcomes for children.

Setting details

Unique reference number	210481
Local authority	Staffordshire
Inspection number	10115930
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	3 June 2015

Information about this early years setting

The childminder registered in 1992. She lives in Tamworth, Staffordshire. The childminder operates all year round from Monday to Friday from 7.30am to 6.30pm. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Robinson

Inspection activities

- The inspector observed activities and reviewed the childminder's quality of teaching.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She held discussions with the childminder about children's learning and how she reflects on the quality of her service.
- The inspector looked at relevant documentation, such as accident forms, policies and evidence of the suitability of the childminder and the adults living on the premises.
- The inspector took into account parents' written comments.

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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