

Childminder report

Inspection date: 31 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 freely access wide-ranging resources and have plenty of space to explore in the spacious premises. Children particularly enjoy more challenging and adventurous play in the garden. They develop expertise when using tools and resources. For example, they use the mud kitchen and carefully select tools to dig in the garden. Children feel safe and secure in the childminder's care and develop strong attachments with her and her co-childminder. She provides comfort and cuddles, especially when children require reassurance. Children display positive behaviour and respond well to the consistent routines. When challenging behaviour occurs, they respond well to the childminder's reminders about being considerate to others and making good choices. Younger children develop their mobility skills as they move around and start to make independent choices as they play.

Older children enjoy playing with a dolls house and small world people. They communicate well and give a running commentary that describes what they are doing. This extends their creative ideas and literacy skills as they devise their own stories and ideas. Children thoroughly enjoy story time. They concentrate well and listen attentively. The childminder gains detailed information for all children before they start and ensures there is a gradual settling-in process that helps children feel confident in their new surroundings.

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

- The childminder has high expectations for every child in her care. The childminder carefully observes children to get to know their preferred ways of learning and see how they are making progress. She uses her knowledge of individual children to plan activities that help children gain the skills they need for their future development and learning.
- Children enjoy outings to woodland and forest areas, the local park, and play and stay sessions. This helps children develop a secure understanding of the wider world. Children thoroughly explore the interesting activities outdoors. They confidently use wheeled toys, engage in messy play and kick balls around, which develops their physical skills.
- The childminder has established good partnerships with parents. They are able to borrow books and are given advice on how to continue with their child's learning at home, promoting children's continuity of learning.
- The childminder and her co-childminder are both eager to improve their setting. They collect the views of parents to review the quality of the provision. This helps them to assess what works well and what changes are needed. For example, they recently changed the layout in the garden and provided further resources to support children who learn better outdoors.
- The childminder works closely with other agencies to support children's

additional needs. She works closely with local schools to support children's move to school and develop close links with other settings that children attend to share progress with key people. This promotes an effective two-way flow of information and further continuity for children's learning.

- Children express themselves clearly and make their needs known. They communicate confidently and demonstrate a positive attitude towards learning. They use a cardboard box as a pretend house, which extends their creative ideas. The childminder praises and encourages children. However, on occasions, she misses opportunities to challenge children even further, to help build on what they know and can do.
- Children have interesting opportunities to develop their problem-solving skills. For example, they post marbles down cardboard tubes and watch how quickly they emerge at the other end. They learn that if they alter the position of the tube the marbles travel more quickly. Although children count during activities, the childminder misses opportunities during everyday routines and activities to make the most of children's understanding of quantity, weight and mathematical language.
- The childminder and her co-childminder work well together as a team and ensure children's interests and needs are supported. They observe each other's quality of interaction with the children to continually reflect on their practice and identify areas of development. The childminder attends a wide range of training and professional development opportunities in her drive to continually improve and offer positive outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her co-childminder attend appropriate training to ensure they are confident in their child protection knowledge. She is able to identify aspects of a child's care that may cause concern and identify children that may be at risk of harm. The childminder has an effective understanding of who to contact to report any concerns. She has a clear understanding of wider safeguarding issues, including children and families being drawn into extreme situations. Robust policies and procedures are in place to ensure that the environment is safe and secure. For example, they carry out daily risk assessments of the setting and when children take part in outings.

What does the setting need to do to improve?

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

- build further on opportunities to help children understand more complex mathematical language
- develop opportunities to provide extra challenge for children and build on what

they already know and can do, in order to extend their learning to the highest possible level.

Setting details

Unique reference number	EY346294
Local authority	Staffordshire
Inspection number	10116116
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	15
Date of previous inspection	30 January 2015

Information about this early years setting

The childminder registered in 2011. She Lives in Rugeley, Staffordshire. She co-childminds with another childminder. The childminder operates from 7am until 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a level 6 qualification in early years.

Information about this inspection

Inspector

Susan Rogers

Inspection activities

- The inspector viewed the areas used for childminding. She talked to the children, childminder and co-childminder at appropriate times during the inspection.
- The inspector observed the quality of teaching and the impact on children's learning during the inspection.
- The inspector sampled documentation, including the suitability and qualifications of the childminder and household members, policies and procedures and children's development records.
- The inspector observed interactions between children and the childminder. She evaluated the effectiveness of an activity with the childminder.
- The inspector spoke to some parents and took account of their views, she also looked at the written opinions of parents.

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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