

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

The childminder and his co-childminder provide welcoming premises with a designated playroom area. This provides children with varied opportunities to explore and select their chosen activities. Older children are considerate to other children and readily involve the younger ones in their imaginary play ideas. The childminder plans a wide range of range of learning experiences indoors and outside of the home. For example, he and his co-childminder take children on regular outings so children learn about the wider world and their local community. They visit local playgroups, country parks and areas of forest and woodland.

Children learn how to communicate effectively. They talk as they play and discuss what they are doing. They learn how to use equipment effectively as they play indoors or in the childminder's garden. They skilfully propel wheeled toys down a path and climb steps onto the slide. Children extend their creative ideas as they put dolls into pushchairs and take them for a walk around the garden. They enjoy problem solving as they post marbles down cardboard tubes and scoop sand into containers to make shapes. Children use tools with expertise. For example, they scoop up mud to play in the mud kitchen and skilfully feed mud into a bottle using a pointed trowel.

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

- The childminder observes children's learning, tracks their progress and makes accurate assessments about what they need to do next to make further progress. He adapts activities to support children's individual learning needs. The childminder includes parents in their child's learning. Parents are able to regularly contribute towards and view their child's online learning journal. He makes books and story materials available for parents to borrow and suggests ways they can support their children's learning at home.
- Children learn how to keep themselves safe and healthy. Children develop an understanding of how to manage their own self-care needs. The childminder helps children put on their coats before outdoor play, and children put on their own shoes and wellington boots. Children cooperate with the well managed routines of washing their hands before their meals and after playing in the garden. The childminder provides a range of healthy snacks during the morning session and advises parents of what to place in their child's lunch box for their midday meal.
- The childminder provides an interesting learning environment so that children confidently explore and choose their own play activities. Overall, children learn how to use maths while they play. For example, the childminder counts as children sort items. However, on occasions, the childminder misses opportunities during everyday routines and activities to make the most of children's

understanding of language that explains size, quantity and weight.

- Children learn how to share and take turns. The childminder praises children for their achievements, which promotes their confidence and self-esteem. However, on occasions, the childminder does not give explanations to children as to why certain behaviour is unwanted in order to help them understand the consequences of their actions on themselves or others.
- Children share a close relationship with the childminder and his co-childminder. Younger children and babies feel secure and benefit from affectionate interactions with the childminder. His calm and patient manner encourages children to settle and become confident in his care. He provides younger children with carefully considered activities to extend their physical skills and to help them extend their mobility and walking skills. For example, he encourages babies to reach for toys and rolls balls on the floor for them to catch. Children enjoy the familiar routines that help them to understand what happens next.
- Children enjoy frequent learning opportunities in the garden in all weathers. This enables them to develop confidence in their physical skills and benefit from fresh air. Children show their confidence as they move with ease around the play areas and smile and talk to visiting adults.
- Children enjoy playing with construction materials. They develop their small-muscle skills as they make towers and build shapes with interlocking bricks. They learn to concentrate and listen attentively to a story about a dinosaur and discuss what they think may happen next in the story.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a comprehensive awareness of safeguarding issues. He attends regular safeguarding training, which helps him to recognise the possible indicators of abuse. The childminder has a clear understanding of what to do if he is concerned about a child in his care. There are clear policies and procedures to ensure that children are fully protected, and he makes parents fully aware of his responsibilities and obligation to protect children. The childminder makes accurate risk assessments of the premises and outings to ensure that children are always cared for in a safe environment. The childminder has a good understanding of wider safeguarding issues and how children may be drawn into extreme behaviours.

What does the setting need to do to improve?

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

- review ways of managing children's behaviour so they learn more effectively why certain actions are unacceptable or could harm them or others
- promote children's mathematical awareness further by making greater use of

mathematical language in activities and everyday experiences.

Setting details

Unique reference number	EY440413
Local authority	Staffordshire
Inspection number	10116201
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. He Lives in Rugeley, Staffordshire. He 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 5 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.
- The inspector sampled documentation, including the suitability 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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