

Childminder report

Inspection date: 3 February 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder ensures appropriate measures are in place to keep children safe. She is warm and friendly, and helps children to settle in, which means they swiftly become content. Children are well cared for and they benefit from what they need during the day. This helps children to feel comfortable and secure within the safe environment. Children enjoy exploring and playing with the toys, and engaging in the activities on offer to them. For instance, they show sustained attention as they use crayons to make marks. They proudly show their work and peg it up on a display. The childminder has high expectations for children's behaviour. She provides children with clear instructions and gentle reminders for any unwanted behaviours. As a result, they learn the rules and boundaries of what is acceptable. Children can choose from a range of resources to play with. For example, they select small-world vehicles and enjoy playing with these. The childminder ensures they receive lots of praise for their efforts. Children gain good levels of independence as they manage everyday tasks for themselves, such as putting on their wellington boots before going outside. Overall, children are gaining the skills needed to help prepare them for their next stage in learning.

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

- The childminder gets to know children and their families well. She finds out about children's care routines and follows these throughout the day. Children are emotionally well supported and have positive relationships with the childminder. As a result, they are confident to explore the environment by themselves.
- The childminder encourages children's communication and language skills. She uses a clear voice to model vocabulary and repeats words to extend children's understanding through a range of activities. For example, when selecting plastic fruit from a box, the childminder challenges children to identify the object or encourages them to copy the sound of the word. Children are also acquiring good literacy skills. They examine books with interest. They look through picture booklets and share their curiosity with the childminder as they point to the different images.
- Established partnerships with parents are good. Parents say the childminder communicates well with them daily. Parents value how the childminder provides continuity in their children's learning and development through activities such as toilet training and behaviour management.
- The childminder promotes being physically healthy in her setting. For example, she encourages children to engage in active play in the garden or to go on long walks within the local environment.
- The childminder provides children with first-hand experiences to learn about the world around them. She uses her experience of how children learn to extend their knowledge. For example, during routine walks within the local area, the

childminder points out things in the environment, including different shapes and numbers.

- The childminder provides a wide range of activities inside and outside the home that cover all areas of learning in the curriculum. For example, children become confident with technology. They understand how to push buttons on toys to make them move or play a sound. They can make a battery-operated train move along the different routes of the track. The childminder also incorporates mathematical language into a range of activities. For instance, when out for a walk, she encourages children to count the number of stones in their hand. However, the childminder does not consistently make the best use of what she knows from observational assessments of children's development. There is scope to extend the curriculum even further to target children's learning more precisely and promote excellent progress.
- The childminder is knowledgeable and uses her wealth of childminding experience to evaluate her setting and identify areas for improvement. For example, she evaluates the activities she provides to enhance children's learning. However, the childminder does not make the best use of self-evaluation and does not routinely incorporate the views of parents and children within this. Therefore, they do not always have an opportunity to share their ideas of how the provision could be further improved.

Safeguarding

The arrangements for safeguarding are effective.

The childminder maintains a safe environment. The childminder has a good knowledge of the signs and symptoms that may suggest a child is at risk of harm. She accesses training, such as safeguarding and first aid, and is aware of local multi-agency safeguarding procedures for reporting concerns about children's welfare. The childminder is also aware of wider safeguarding issues, such as radicalisation. She keeps accurate records and documentation that she uses to help maintain the efficient running of the setting.

What does the setting need to do to improve?

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

- use observational assessments more rigorously to precisely plan learning experiences for all children that consistently offer them the highest level of challenge
- strengthen self-evaluation processes and include regular feedback from parents and children, to help inform improvements.

Setting details

Unique reference number	210157
Local authority	Staffordshire
Inspection number	10072561
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	8 April 2016

Information about this early years setting

The childminder registered in 1993 and lives in Newcastle, Staffordshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Laura Green

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector held discussions with the childminder throughout as appropriate.
- The inspector looked at a sample of the setting's documents. This included evidence of the suitability of people living at the property and training certificates.
- The inspector viewed testimonials gathered from parents and took account of their views.

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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