

Childminder report

Inspection date: 5 March 2020

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| 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

Children share a close relationship with the childminder. The childminder creates a welcoming and homely environment. She provides a curriculum that focuses on children's individual learning and development. The childminder has established strong partnerships with parents, which contributes towards a consistent approach to meeting children's needs. She spends a great deal of time getting to know children and their families. This results in children settling in quickly and establishing strong attachments with her. The childminder finds out from parents about their children's routines, interests and abilities before they start. She uses this information effectively to plan for children's individual learning.

The childminder has a consistent approach and clearly explains to children how to share using age-appropriate language. Consequently, children behave well and respond attentively. Toddlers show a strong sense of security within the childminder's home due to the comfortable interactions they enjoy with her and the good organisation of their routines. Older children enjoy playing with toys that they are familiar with and finding books that are of interest to them, helping to develop good levels of concentration. The childminder places a strong focus on building children's personal and social skills to support their good behaviour and positive attitudes to learning.

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

- The childminder observes and monitors children's development. She knows what children can do and where they require support. She plans activities with specific focus to promote new learning. The childminder regularly assesses children's progress so that activities meet the needs and interests of all children. She monitors their progress well to identify and address any gaps in their development. Children are confident learners and make good progress from their starting points.
- The childminder supports the development of children's communication and language skills effectively. She interacts well with children, providing explanations about what is happening and introducing new words clearly. This helps children to expand their vocabulary. However, the childminder does not make use of all opportunities to develop children's understanding of mathematical concepts and language.
- The childminder helps children to develop a good awareness of how to stay safe and live a healthy lifestyle. Good daily routines help children to learn about being healthy, such as regular exercise and the importance of clean hands before eating. Children enjoy nutritious meals that the childminder prepares. The childminder talks to children about foods that keep them healthy.
- Children snuggle up to the childminder for a story and listen intently to their

favourite books. They turn the pages and recall the next part of the story, demonstrating a secure understanding that the print they see carries meaning.

- The childminder is keen to ensure children have stimulating opportunities to build on their current skills to succeed in their future learning. For instance, the childminder takes children on various outings to support their physical and emotional well-being. Children explore and investigate nature as they walk through the woods, and learn about people and places within the community.
- The childminder listens to what children have to say with patience and interest, responding with respect and curiosity. This leads to children becoming confident to express themselves and share their ideas and opinions. The childminder is a good role model. She encourages children to share and take turns with resources.
- Partnerships with parents are good. The childminder is flexible with parents, accommodating their children's individual needs. She communicates effectively to ensure parents receive daily information about their children's day. Parents receive regular updates about activities children have enjoyed and their achievements. This helps parents to support their children's learning at home.
- The childminder is able to reflect on her practice and knows where developments can be made. She works closely with other childminders in the local area. They meet regularly to share ideas. Although the childminder evaluates her practice, she has not fully considered how to extend her teaching skills and improve children's learning through focused professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong knowledge about what to do should she have any concerns about a child in her care. She has a secure knowledge of the signs and symptoms that a child may be at risk of abuse. She knows how to act quickly in the event of a child protection issue. The childminder regularly updates her knowledge of safeguarding practice and has completed training to increase her awareness of wider safeguarding issues. She makes sure children are cared for in a safe and secure environment. The childminder has clear policies and procedures to ensure that children are fully protected.

What does the setting need to do to improve?

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

- use professional development to focus precisely on raising the quality of teaching and children's learning to a higher level
- promote children's mathematical awareness even further by making greater use of mathematical language and concepts in activities and everyday experiences.

Setting details

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| Unique reference number | EY417621 |
| Local authority | Staffordshire |
| Inspection number | 10066022 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 1 to 8 |
| Total number of places | 6 |
| Number of children on roll | 8 |
| Date of previous inspection | 7 October 2015 |

Information about this early years setting

The childminder registered in 2010 and lives in Newcastle-under-Lyme, Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jacqueline Coomer

Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of the childminder's documents. This included evidence of suitability and training.
- The inspector took account of the views of parents through verbal and written feedback provided.

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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