

# Childminder report

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Inspection date: 20 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 provides a welcoming, caring and safe environment which the children enjoy spending time in. Children receive warm cuddles to help them feel settled when they arrive. The childminder develops very good relationships with parents and forms strong bonds with the children. She takes time to find out children's interests and abilities, and uses this information to plan effectively for their next steps in learning. Children benefit from a range of experiences to help them gain skills and knowledge for the future. They giggle and babble happily as they build towers, play imaginatively in the role play area and dance to music. The childminder uses questions to develop children's understanding as they explore their chosen activities, and provides opportunities to develop resilience. For example, when threading pasta onto a string to make a snake. The children are highly engaged in their chosen play and invite adults to join in, confidently communicating their wishes and needs. They show concern for adults and one another and greet each other with smiles, showing an understanding of how others feel.

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

- Children have a clear love of books. The childminder supports their emerging vocabulary well. She reads stories and repeats key words and phrases. She talks enthusiastically to the children about what they are doing, reinforcing everyday words and introducing new ones. Children try to repeat these words and are extremely happy with themselves when they receive praise for their achievements. Children make good progress in their learning and development.
- The childminder regularly attends training on a range of subjects and discusses ideas with other childminders in order to develop her practice. She recognises the need for continual evaluation and identifies how to further enhance the curriculum. However, ideas are not yet fully implemented to provide the highest quality of experiences offered to children across the whole curriculum.
- The childminder is a very good role model. She promotes the use of manners, which the children copy. Children smile as they say 'ta', relishing in the praise they receive. Children behave well and care for one another and their toys. They cuddle the teddy bears carefully and join in with tidying up.
- Children are taught about healthy diets and good hygiene. For example, the childminder reminds them to drink from their own cups and provides healthy snacks for them to taste. She gently encourages children who are reluctant, to try new healthy foods.
- Children benefit from activities that develop their physical skills and hand-to-eye coordination as they fill and empty containers and practise catching balls. They enjoy picking vegetables at the allotment and are encouraged to take risks when climbing on more adventurous equipment at the park and indoor play centre.

- The childminder uses a variety of resources to create stimulating activities for the children. Early maths and literacy are incorporated throughout learning. While building and threading with the children, the childminder uses mathematical language and teaches colour names. However, chances for children to lead their own learning are not always fully utilised. As a result, learning opportunities are not maximised to their full potential.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has effective procedures in place to ensure children are kept safe. She keeps her safeguarding training up to date and is aware of child protection issues, including wider safeguarding concerns. The childminder can identify possible signs and symptoms which may indicate that a child is at risk of harm, and knows who to contact about children's welfare and safety. She has a detailed policy with relevant contact numbers that she can access where necessary. The childminder monitors children's attendance as part of keeping children safe. Safety gates are in place and the children are encouraged to keep safe within the environment, for instance by tidying toys away ready for activities.

## **What does the setting need to do to improve?**

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

- fully implement ideas to provide the highest quality of experiences offered to children across the whole curriculum
- help children to extend activities and develop their own ideas.

## Setting details

<b>Unique reference number</b>	405457
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10115996
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 1
<b>Total number of places</b>	2
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	9 March 2015

## Information about this early years setting

The childminder was registered in 1993 and lives in May Bank, near Newcastle-under-Lyme. She operates all year round from 6.45am to 9pm, Monday to Friday, except bank holidays and personal holidays. The childminder also offers overnight care. She holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Lorraine Jukes

### Inspection activities

- The inspector went on a learning walk with the childminder and held a discussion about the curriculum and provision for the children.
- The inspector observed learning activities and evaluated the impact on children's learning.
- The inspector completed a joint observation with the childminder and discussed her evaluation of the activity.
- The inspector observed interactions between the childminder and the children.
- The inspector considered written and verbal feedback from parents and interacted with the children.
- The inspector looked at documentation, including qualifications, policies, procedures and risk assessments.

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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