

Childminder report

Inspection date: 26 May 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides a caring and friendly environment for children. She has continued to do this throughout the COVID-19 (coronavirus) pandemic. Some children stopped attending for a period and the childminder was proactive in keeping in touch with them. She sent videos of story time sessions for parents to share with their children and gave them ideas of activities they could continue at home. This helped to support home learning and aided a smooth transition when the children returned.

The childminder works with an assistant. They interact well with children and are positive role models. Children are very settled and happy. They enjoy their time with the childminder and have lots of fun as they engage in a range of activities. The childminder identifies what she wants children to learn. She provides a range of experiences in her home and during outings to help children to build on their prior knowledge and skills. Children excitedly take part in community projects that widen their knowledge of the world around them.

The childminder has high expectations for what children can achieve. She provides praise and encouragement and helps children to keep trying until they master new skills. Children are confident and behave well. They play cooperatively with their friends and enjoy sharing experiences together.

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

- The childminder strives for continuous improvement. She identifies areas of her practice that she wants to develop further. She has completed training in developing children's communication and language skills and uses this knowledge proactively when teaching children. The childminder ensures that her assistant completes mandatory training. However, she has not considered how to further develop her assistant's teaching practice.
- The childminder promotes children's good health. She encourages them to try a variety of fruits and vegetables during snack time. The childminder helps children to learn about which foods are healthy. Mealtimes are social occasions. The childminder and her assistant sit with the children to eat their lunch. Children who have been at pre-school talk about what they have been doing during the morning. The childminder encourages children to recall what they have learned. Children are polite and show good manners.
- The childminder has developed strong partnerships with parents. She obtains detailed information when children first start. This helps her to gain an overview of the child and family, and to identify what children already know and can do. The childminder shares information with parents about what their child is learning and their progress. She shares with parents the importance of reading

to their children. This helps to encourage story time at home.

- The childminder completes regular assessments of the progress children make. She uses this information to plan for children's individual needs. The childminder recognises where children's progress is less than expected. She works with other professionals to put strategies in place to help children to catch up. The childminder works with the local pre-school that children attend before they start in Reception class. She receives and shares information so that there is continuity between both settings and helps children to prepare for school.
- Children have lots of opportunities to engage in stories, songs and rhymes. The childminder uses exaggerated voices, which inspires children to listen and become involved. Children show a positive attitude to learning. They are eager to share their own experiences. The childminder builds on children's knowledge of other areas of learning, such as mathematics. Children recall what they know as they talk about the story. They count, discuss quantities and use mathematical language, such as 'more' and 'less'. Children enjoy singing and repeating actions to their favourite songs. They show their preferences and develop their vocabulary as they learn new words.
- The childminder helps children to be confident to develop their own ideas. Children use glue spreaders and manipulate different materials with control. They use their imagination as they create their own unique pictures. The childminder celebrates children's achievements. She challenges children's thinking as she engages in discussions with them. However, the youngest children sometimes lose interest. The childminder has not considered how to adapt some activities to hold their engagement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides children with a safe and secure environment. She identifies and manages risks to children to minimise any accidents. The childminder and her assistant attend training. They discuss current guidance to keep their knowledge up to date. The childminder and her assistant remain vigilant to protect children from harm. They are alert to the signs and symptoms of neglect, abuse and exploitation. The childminder has procedures in place for making timely referrals, or to request early help and support to keep children safe.

What does the setting need to do to improve?

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

- enhance professional development opportunities for assistants to help develop teaching practice further
- organise and adapt activities to better support the youngest children.

Setting details

Unique reference number	EY400160
Local authority	Staffordshire
Inspection number	10101428
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 11
Total number of places	12
Number of children on roll	12
Date of previous inspection	14 March 2019

Information about this early years setting

The childminder registered in 2009 and lives in Tamworth, Staffordshire. She operates all year round from 6.45am to 6.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She works with an assistant.

Information about this inspection

Inspector
Emma McCabe

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- Discussions were held with the childminder about how her curriculum is implemented and organised. The childminder explained what she wants children to learn from her activities.
- The inspector observed the quality of education during activities and assessed the impact on children's progress.
- The inspector evaluated an activity with the childminder and discussed the quality of teaching and learning.
- The inspector spoke to the childminder and her assistant at convenient times during the inspection.
- A range of documents were viewed by the inspector, including the childminder's certificates and Disclosure and Barring Service check records.
- The inspector spoke with children and parents. She reviewed written comments from them 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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