

# Childminder report

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Inspection date: 11 October 2021

<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	Not applicable
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are engrossed in their play. With the childminder's support, children thoroughly enjoy moulding play dough and attempting different actions, such as rolling, poking and patting. The childminder reads a story to the children, who are snuggled around her. She makes sure that all the children can see the storybook and uses a clear voice with expression to hold children's interest. Children listen intently to the story, and when asked, they use their good language skills to identify how the characters in the story are feeling. Children sing familiar songs to themselves as they play.

Children have lots of delightful opportunities to investigate outside. For example, in the mud kitchen area, they use the spade to scoop up the soil. Children explore the water with a scoop and a paintbrush. They laugh as they tip the bowl and watch the water flow onto the ground. Children observe what happens when they pour water onto the weighing scales. They display a can-do attitude as they try and try again to use the pump and spray water bottle. They have fun blowing and catching bubbles.

Children listen to and observe the childminder's indoor guinea pigs. Under close supervision, children gently handle and play with the guinea pigs. This helps children to learn to treat animals with care and respect.

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

- The childminder monitors the progress children make. She uses this information to help children achieve the next steps in their learning. The childminder provides children with activities and experiences that inspire them to be inquisitive, persistent and to solve problems across all the relevant areas of their learning. However, there are few opportunities for children to gain an awareness of how they differ from, or are similar to, other people.
- The childminder promotes children's understanding of the natural world around them well. She takes the children on regular visits to a variety of country parks. Here, children enjoy activities such as paddling at the edge of picturesque lakes, climbing over logs and feeding animals. The childminder regularly takes the children to the local outdoor playground. All of these activities help children to learn to take manageable risks and experience challenge in their play.
- The childminder has attended training on how to support children with speech and language communication needs. She uses a range of effective strategies to help children develop their speech. For example, she plans activities that help the younger children to focus on making a range of sounds before moving on to words. Parents comment on how well their children's speech has progressed since attending the childminder's setting.

- The childminder builds strong relationships with children. For example, she offers children reassurance, encouraging smiles and praise as she plays alongside them. Children climb onto the childminder's lap for a cuddle. They behave well and learn to be kind to each other. The childminder provides children with healthy meals and snacks and tooth-friendly drinks to promote their overall growth and development.
- The childminder enhances parents' understanding of how their children's learning can be best supported at home, for example through discussion and the sharing of photos. She provides parents with a detailed progress check for children between the ages of two and three years. However, the childminder does not always fully involve parents when gathering information about what children know and can do when they first start at the setting.
- The childminder regularly explores a range of early years websites and frequently links with local childminders. She undertakes regular online training on a variety of teaching and learning topics. This, along with welcoming any suggestions from parents, helps her to improve the overall quality of her setting.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training. She has a good understanding of the possible signs of abuse and a strong awareness of her responsibility to protect children from harm. The childminder carries out thorough risk assessments of her home, her garden and any outings so that any hazards are swiftly addressed. She consistently supervises children to make sure they are safe and secure. On rare occasions, the childminder works with an assistant. She supervises the assistant closely to ensure that she remains aware of her responsibilities. The childminder fully understands how to promote and practise good infection prevention and control procedures.

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

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

- increase the information gathered from parents about children's skills and abilities and use this information to enhance the planning of activities and experiences from the outset
- provide children with more opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the wider community.

## Setting details

<b>Unique reference number</b>	EY554805
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10145333
<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>	0 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and works with a co-childminder in Burntwood, Staffordshire. She also very occasionally works with an assistant. The childminder operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-year-old children.

## Information about this inspection

**Inspector**  
Linda Yates

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) 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.
- A tour of the childminder's home was completed to make sure that all areas used by children are safe.
- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder. The inspector held discussions with the childminder and evaluated how well she assesses children's progress and plans for the next steps in their learning.
- The inspector held a meeting with the childminder. She looked at relevant documents, such as evidence of the suitability of persons living or working in the household.
- The inspector took account of the views of parents through the written feedback provided and held conversations with children during the inspection.

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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