

Childminder report

Inspection date: 4 November 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the care of the friendly childminder. They happily remain engaged for long periods of time in their chosen activity. Children make independent choices from the good-quality, interesting resources and toys. The childminder provides a calm and loving environment. Children develop positive attachments to the childminder, which help them to feel settled and secure. The childminder is attentive to children's individual needs. Children receive encouragement and praise from the childminder, which help to boost their growing self-esteem. Children are supported to persevere when they encounter difficulties. For example, when trying to join small construction blocks together, children persist with the challenge. They beam with excitement when they successfully add more blocks and build a tower.

Children learn good hygiene habits. For example, children know they need to wash their hands before eating. The childminder provides children with healthy snacks and encourages parents to pack healthy foods in their children's packed lunches. Children have opportunities to learn about different cultures and traditions. For example, children engage in crafts and watch video clips of celebrations from around the world to enhance their understanding further.

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

- The childminder is calm and nurturing. She has a good understanding of how children learn and develop. She carries out observations on children as they play to identify any gaps in their learning. The childminder enjoys completing relevant training courses to further her own professional development. She identifies future training that will help to benefit her practice and the learning experiences for children.
- The childminder knows the children well. She plans fun and interesting activities based on their interests and what they need to learn next to support their future learning. Children's behaviour is good. They learn to take turns and share the resources. The childminder acts as an excellent role model to the children. She gives clear instructions, which children happily follow.
- The childminder has a good relationship with parents. She gathers key information from parents to understand children's individual care needs when they first start. The childminder communicates information about the children's day through regular chats and by sharing a daily diary of what activities children have been doing and the care they have received. Although the childminder develops positive parent partnerships, she does not always consider ways to involve parents to further support their child's learning at home.
- The childminder plans regular outings with other childminders. They take children to local toddler groups to help develop their social skills by making new

friends. Children learn about the world around them and the community where they live. For example, children take part in visits to the local park and trips to a farm to look at the animals.

- Children develop their numeracy skills as they count construction pieces. They spontaneously use mathematical language relating to size and measurement, such as 'tall' and 'short'. The childminder naturally incorporates singing and nursery rhymes as children play. She regularly shares books with children to enhance their literacy skills.
- The childminder stays close by and talks to children as they make shapes out of dough using rolling pins and cutters. She talks about what they are making and interweaves questions about what they are doing to help them build on their understanding and listening skills. However, the childminder does not always model the correct pronunciation of words in order to help support children's developing vocabulary and speaking skills.
- The childminder is in tune with children's changing moods, recognising when they become tired. She cuddles them as they start to unwind ready for sleeping. Children are safe in the childminder's home. The childminder carries out daily risk assessments to minimise any identified hazards. The childminder consistently supervises children to make sure they are safe and secure and makes regular checks on children who are asleep.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs and symptoms that may indicate a child is at risk of abuse and neglect. She also demonstrates a good awareness of wider safeguarding issues and the 'Prevent' duty. The childminder understands her responsibility to keep children safe and actions to take if she has any concerns over a child's welfare. The childminder ensures that her statutory training for paediatric first aid and child protection remains up to date. She implements a variety of records, policies and procedures, which help to support children's well-being.

What does the setting need to do to improve?

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

- strengthen partnerships with parents to engage them more and to promote continuity in children's learning at home
- enhance the teaching of communication and language even more by modelling language that helps children to hear and use the correct pronunciation of words.

Setting details

Unique reference number	EY559672
Local authority	Staffordshire
Inspection number	10190470
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 3
Total number of places	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

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

Information about this inspection

Inspector

Angela Hulme

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 that into account in their evaluation of the childminder.
- The inspector completed a learning walk with the childminder and discussed how she implements her educational programme.
- The quality of teaching and the impact on children's learning were observed.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.

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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