

Childminder report

Inspection date: 12 November 2021

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

The provision is good

Children are supported to make good progress from their starting points. They learn through an effective balance of child-initiated play and adult-led activities. Children are happy and settled in the care of the nurturing childminder. They develop positive attachments to the childminder, which helps them to feel safe and secure. Children receive lots of reassurance, guidance and praise, which helps to boost their self-esteem. Children learn regular routines that contribute to their healthy habits, for example washing their hands before they eat.

Children confidently explore a range of age-appropriate resources and make independent choices about the direction of their play. They have opportunities to develop awe and wonder of the natural world. For example, children learn about animals on visits to a local farm and have lots of fun getting messy when playing in the mud while pumpkin picking.

Children have opportunities to learn about the community where they live. They enjoy going on walks and have fun splashing in puddles. Children visit the local park, where they learn to develop their physical skills outside in the fresh air. Babies practise their developing walking skills with increasing confidence, supported well by the childminder.

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

- The childminder is friendly and attentive. She is dedicated to keeping her knowledge and skills up to date. For example, she enjoys attending regular training online and reflects on her practice to identify areas for improvement. When children first start attending, the childminder gathers key information from parents about their children. She uses this information to plan familiar care routines and activities based on their interests and abilities.
- Parent partnerships are strong. The childminder keeps parents updated about their children's day through regular chats and by sharing a daily diary about what their children have done and the care they have received. She shares information with parents about their children's progress and offers advice about how parents can support children's learning at home.
- Parents' feedback is positive. Parents say that their children love being with the childminder, and they are happy with the progress their children are making. Parents say that they feel happy knowing that their children are well cared for, and they value the childminder as 'part of the family'.
- Children's behaviour is good. The childminder acts as an excellent role model. She is kind, caring and respectful of the children. The childminder talks to the children about what they are doing as they play. She successfully weaves what children need to learn next into interesting and challenging activities.

- Children learn to develop an awareness of diversity. The childminder teaches children about different celebrations and religious events throughout the year. For example, children enjoy planned art and craft activities and stories to help them learn about different cultures. Older children engage in meaningful conversations about Remembrance Day, building on what they learn at school.
- Children have fun exploring sensory activities. For example, younger children become fascinated when feeling the texture of rice and remain engaged for long periods. The childminder offers some opportunities that support children to develop control of their small-muscle skills. However, there are not consistent opportunities for babies and younger children to explore mark-making activities and resources to support their independent creativity and early writing skills.
- The childminder supports children to develop a love of books. She reads to them with expression, which captures their interest. The childminder encourages younger children to turn the pages themselves, teaching them to handle books with care. She supports children's listening and attention skills. She asks questions about the stories she reads to children and introduces new words to support children's growing vocabulary. However, on occasions, the childminder does not recognise that children's use of dummies has a negative impact on their speech.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe in her care. She has a good knowledge of safeguarding protocols and the actions to take if there are any concerns about a child's welfare. She has a clear understanding of the signs and symptoms that may indicate a child is at risk of abuse and neglect. The childminder is aware of a wide range of safeguarding issues and the 'Prevent' duty. She discusses online safety with older children and parents to make them aware of the potential dangers. She is qualified in paediatric first aid and supervises children appropriately, always ensuring their safety. The childminder 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:

- maximise opportunities for babies and younger children to explore mark-making activities and resources to fully encourage their own creativity and early writing skills
- monitor the use of dummies with young children to ensure that their use does not have an impact on their developing speech and language.

Setting details

Unique reference number	EY548245
Local authority	Staffordshire
Inspection number	10130841
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	5
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017 and lives in Newcastle under Lyme, Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds a level 3 childcare qualification.

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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