

Childminder report

Inspection date:

6 December 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

Children are happy and settled in the care of the nurturing childminder. They develop strong loving bonds with the childminder and affectionately call her 'Nanny'. Children confidently make independent choices on the direction of their play and learn to share and take turns. The childminder acts as an excellent role model and sensitively helps children to manage their feelings and behaviours. As a result, their behaviour is good.

Children are well cared for and make good progress from their starting points. The childminder knows children well and plans interesting and enjoyable activities based on their interests and next steps in learning. Children are supported to develop a love of books. They listen intently as the childminder reads stories about Christmas. They answer questions about the characters in the story and excitedly exclaim that 'Rudolph has a red nose'. The childminder gives children lots of encouragement and praise for their efforts, which helps to boost their self-esteem.

Children learn to develop their independence skills, such as putting on their coats and shoes. Older children are developing independence in managing their self-care needs in preparation for their eventual move to school. The childminder encourages parents to bring healthy food in children's packed lunches and she provides healthy snacks.

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

- Since the childminder's last inspection, she has completed mandatory paediatric first-aid training and has addressed previous recommendations. The childminder is dedicated and clearly loves her job. She works closely with a network of other childminders to enhance her practice and share ideas. This has helped her to ensure she is providing a good-quality service.
- Before new children start to attend, the childminder gathers key information about them and uses this to plan familiar care routines and ensure effective settling-in arrangements. The childminder develops positive relationships with parents and shares information with them about the progress their children are making and the care they receive. Parents speak very highly of the childminder. They say they know their children are safe, cared for and making good progress, and are treated like a member of the family.
- The childminder skilfully promotes children's emerging communication and language skills. She gives them lots of time to talk and express themselves. The childminder values what children say and introduces new vocabulary. She clearly emphasises keywords within her interactions and also models the correct pronunciation of words.
- The childminder completes detailed observations to monitor children's progress

and establish what they need to learn next. The childminder revisits prior learning to ensure that children have remembered what has been taught. For example, she revisits previous topics, such as the solar system. Older children articulately explain that their planet is called Earth and the rings of Saturn are made of rocks and ice.

- The childminder plans activities that support all children's ongoing progress. Older children become deeply engaged in planned activities. They use felt tip pens with control to colour in pictures and skilfully use tweezers to pick up small items to further their muscle strength. However, as some of the activities are highly challenging, on occasion, young children do not always maintain full interest. The childminder does not always adapt what is provided as well as possible to promote their learning even further.
- The childminder supports children's mathematical development. Older children have fun counting and sorting small colourful bears, and recognise numbers and complex shapes, such as a hexagon. The childminder and younger children count steps that lead to the childminder's well-resourced garden. Children have opportunities to practise their physical skills outside in the fresh air and learn about the natural world as they talk about the changing of seasons.
- Children take part in enjoyable outings in the local community and learn about where they live. The childminder exposes them to a small selection of festivals that are celebrated in other countries. However, children have less opportunity to explore a range of diverse cultures and differences between others. The childminder has not fully considered how to support their awareness of diversity and inclusion to the fullest.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps children safe in her care and ensures their safety is paramount. She has good knowledge of safeguarding protocols and actions to take if there are any concerns over 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 mindful of varied safeguarding issues, including the 'Prevent' duty. She appropriately supervises children. The childminder implements robust records, policies and procedures, which helps 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 planned activities to help younger children to fully engage and promote their learning even further
- consider ways to broaden children's understanding of diversity and cultures beyond their own experiences.

Setting details

Unique reference number	224485
Local authority	Stoke-on-Trent
Inspection number	10103677
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 April 2019

Information about this early years setting

The childminder registered in 1992 and lives in Stoke-on-Trent. She operates from 7.30am until 5.30pm Monday to Thursday, all year round, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 2.

Information about this inspection

Inspector

Angela Hulme

Inspection activities

- The inspector discussed any continued 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 was 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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