

Childminder report

Inspection date: 8 December 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	Outstanding
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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 and nurturing childminder. Children make good progress from their starting points. They learn through an effective balance of child-initiated play and adult-led activities. Children develop trusting and loving relationships with the childminder. They snuggle up to her, listen to stories and receive cuddles and reassurance, when needed. Children have fun using their imagination. They handle dolls with care, pretend to feed them and gently cover them up with blankets and say, 'shhh, the babies are sleeping.'

Children receive lots of encouragement and praise from the childminder for their efforts, which help to boost their self-esteem. They learn to share, take turns and use their manners with gentle reminders. The childminder is a good role model. She talks to the children with respect. This helps them to understand what the childminder expects from them. This also contributes to children's excellent behaviour.

Children develop an awareness of diversity and inclusion. For example, they learn about different cultures and festivals. This helps children to respect and to celebrate the differences in all people. Children attend weekly gymnastic classes and visit soft-play centres with the childminder to help promote their physical activity. They have daily opportunities to play outside in the fresh air in the childminder's well-resourced garden. The childminder supports children to develop healthy habits, such as handwashing. She provides a range of healthy snacks and meals.

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

- The childminder is professional and dedicated in her role and the service that she provides. She has strong relationships with parents. The childminder keeps them informed about their children's progress through a learning journey application, messages and face-to-face contact. The childminder gathers key information about children who have recently started attending the setting to support their settling in and well-being.
- Parents speak very highly of the childminder and value all the hard work that she does to ensure their children make good progress, have fun and are cared for well. The childminder has regular contact with staff from the local pre-school to help children settle quickly. She regularly meets with other childminders in the local area for joint activities and outings to help promote children's good social skills and an awareness of the wider world.
- The childminder regularly observes children and tracks their progress to identify any possible gaps in learning. She plans activities that help to close these gaps. However, the childminder has not targeted her professional development

effectively enough to help her to develop her knowledge and skills even further. This means the childminder, through her teaching, does not support children's individual learning needs to the highest level.

- Children enjoy mark-making activities. This helps them to develop their early writing skills. For example, children use colouring pens to make pictures and develop good control because the childminder models how to hold the pen correctly. However, the childminder misses some opportunities to extend on children's interests and introduce different creative materials and resources during planned activities. Therefore, she does not fully support children to explore and develop their independent creative ideas.
- The childminder supports children to develop early mathematical skills. Children concentrate well while they explore shape-sorting activities. The childminder praises them for correctly identifying the name of shapes, such as 'triangle' and 'oval'. The childminder builds on children's communication and language skills. For example, she provides a narrative while they play, gives children the time to talk and introduces new words.
- The childminder encourages children to develop their independence skills in preparation for the next stage of their learning. Children learn to tidy away activities or resources when they are finished and to manage their personal care needs.
- Children confidently express their needs and wishes and inform the childminder when they feel tired. The childminder cuddles them when they start to relax, ready for sleeping. The childminder consistently supervises children to help ensure they are safe and makes regular checks on children who are asleep.

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 actions to take if there are any concerns for children's welfare. The childminder has a clear understanding of the signs and symptoms that may indicate children are at risk of abuse and neglect. She is mindful of wider safeguarding issues and the 'Prevent' duty. The childminder is qualified in paediatric first aid to help promote children's safety. The childminder ensures that her premises are always safe and secure. She removes any hazards so that her home is suitable for the children.

What does the setting need to do to improve?

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

- target professional development to strengthen teaching in order to extend the knowledge and skills of children to an even higher level
- broaden opportunities for children to explore different materials during planned

activities to build on their interests and help expand their creative skills.

Setting details

Unique reference number	259208
Local authority	Staffordshire
Inspection number	10115991
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	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 November 2015

Information about this early years setting

The childminder was registered in 2001 and lives near Stoke on Trent. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

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 her 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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