

Childminder report

Inspection date: 24 March 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in this home-from-home environment. They play and explore in a purposely planned provision which the childminder has enhanced to benefit children's well-being. Children learn and make progress in a calm and relaxed environment, which promotes an all-round feeling of togetherness and enjoyment. Children learn about a healthy lunch together as they eat under magical fairy lights. They sit on sheepskin blankets and snuggle down to explore a story book. Children demonstrate positive behaviours and a sense of security.

Children develop a good understanding of the world in which they live. They have opportunities to explore natural resources indoors and outdoors. Children grow herbs which they feed to the childminder's pet rabbit. They are confident and self-assured learners. Children are secure in their knowledge to recap past learning. For example, they know that rain is needed to grow a flower. Children use a plant pot filled with oats to make 'raindrops'. They shake the pot over flowers, pretending the oats are rain. Children's experiences over time build the skills needed for future learning. They develop essential self-care skills. As children get older, they are given more independence to ensure they can support their own needs. For example, toddlers receive 'hand-over-hand' assistance when washing their own hands. As children get older, they are confident to do this themselves.

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

- Children have a wealth of opportunities to explore literature. They independently explore the 'book of the week' which specifically links to their experiences and emotions. The childminder is skilled in her ability to tell stories. She positively enhances children's communication and language as she uses exciting expressions, actions and accents to make stories enjoyable. As a result, young children are confident to tell their own versions of a familiar story.
- The childminder knows children's starting points and family backgrounds. During the COVID-19 pandemic, she met regularly with parents outdoors to exchange information about children. The childminder mirrors the routine at home to ensure children's emotional needs are met. Children settle well. Parents comment on the level of support the childminder provides them. They say that she values children's identities. For example, the childminder celebrates children's second languages. She speaks the child's language alongside English during group activities. Children learn that they are unique.
- The childminder works collaboratively with schools to support a smooth transition. When children move provisions, she shares children's progress with teachers. The childminder liaises with local schools to understand what they are teaching children. This helps her to plan what children need to learn next and ensures they are school ready.

- The childminder is skilled in identifying what information needs to be shared with parents to enhance children's outcomes. For example, she shares information to support potty training at home, safety in car seats and an awareness of choking when babies are weaning. Parents receive detailed next steps for children's learning. Next steps link to theory and guidance. This ensures parents succeed in their home learning.
- Children benefit from hearing new language. The childminder listens well to what they say and builds on their ideas. She is experienced to differentiate language when children of different ages and abilities play together. For example, the childminder gives children age-appropriate explanations to understand what might happen if they, for example, climb on the chair.
- The childminder is constantly developing opportunities to improve children's experiences by enhancing their own professional development. For example, she attended specialised training to enhance her understanding of 'subitising'. This ensures her teaching of mathematics is effective. Parents say the training helps children to further learn the value of number.
- Children receive a broad, hands-on curriculum. They benefit from trips to the vets, butchers and post office. The childminder networks with another childminder in the local area. As a result, children benefit from social interactions as they play with new children. Routine experiences ensure that children feel they have a place in society and develop a sense of belonging. However, children are not always able to have the resources they want to enhance their experiences within the routine. For example, when a child wants to take a bag outside to extend their exploration, they are not able to. This impacts on the child's choice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about child protection and safeguarding issues. She is aware of the signs and symptoms of abuse, including neglect and physical abuse on non-mobile babies. The childminder has a good understanding of all safeguarding, including female genital mutilation, internet safety and the 'Prevent' duty. She is fully aware of her duty to keep families safe, and develops strong key-person relationships to understand those families who may be at risk. The childminder adheres to an in-depth policy to ensure she knows the correct procedures to follow should she have concerns about a child's welfare.

What does the setting need to do to improve?

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

- provide children with more choices about where and how they want to play.

Setting details

Unique reference number	EY481148
Local authority	Staffordshire
Inspection number	10219863
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 8
Total number of places	3
Number of children on roll	7
Date of previous inspection	31 August 2016

Information about this early years setting

The childminder registered in 2014 and lives in Lichfield, Staffordshire. She operates all year round from 7.30am to 5pm on Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. The childminder holds a qualification at level 6 and has qualified teacher status.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- This was the first routine inspection the provision 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.
- The childminder and the inspector completed a tour of the provision.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with childminder at appropriate times during the inspection.
- Children spoke to the inspector during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of suitability, safeguarding and complaint policies.
- The views of parents were considered by the inspector, through telephone discussions and emails.

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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