

Childminder report

Inspection date: 30 March 2022

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 form positive attachments to the warm and friendly childminder and are visibly happy and settled in her care. They have lots of fun in her welcoming home and learn through a good balance of adult-led and child-initiated play. Children enjoy the range of activities the childminder provides to support their learning and development. They use their imagination well. For example, when they role play being an ice-cream seller, they talk about their favourite flavour of ice cream. Children display their delight when the childminder enthusiastically joins in with their play.

Children are well behaved and are respectful and polite. The childminder acts as an excellent role model. She gives children encouragement and praise for their achievements, which successfully builds on their self-esteem. Children enjoy learning about different festivals and celebrations from other countries, to help them develop their understanding of the world.

The childminder supports children to develop a love of books. They listen intently, snuggle up to the childminder while she reads to them, and are encouraged to answer questions about the story. For example, children listen to a story about a 'colour monster'. They talk about the changing colours of the monster and the moods these colours represent. This helps children to learn about their emotions and begin to develop an understanding of their feelings.

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

- The childminder is kind, caring and attentive. She is well organised and ensures her mandatory training remains up to date. The childminder has completed several online training courses for her own continuous professional development. She has identified that she would like further training to support children with special educational needs and/or disabilities. The childminder links closely with the local childminding network to gain good practice ideas, to enable her to develop continuously the service she provides.
- Partnerships with parents are strong. Before children start attending the setting, the childminder gathers key information about their individual learning and care needs. She uses this information to support children to settle in and plan familiar routines. The childminder informs parents about their children's learning through daily discussions and electronic communication. Written testimonials from parents demonstrate the high regard they have for the childminder. They share comments such as, 'The childminder is fabulous and dedicated'.
- The childminder knows the children well and plans fun and interesting activities that engage them and support their learning and development. For example, children have fun while they use different mark-making resources to be creative

and develop their fine motor skills in readiness for their future development, including writing.

- The childminder has a wide range of resources and toys to support children of all ages. However, some resources are stored out of sight and reach. Therefore, the youngest children are unable to fully lead their own play or follow their current interests because they cannot access or select these resources independently.
- The childminder interacts well with the children. She asks open-ended questions that support their thinking skills and extend their vocabulary, introducing new words throughout their play. However, during activities and conversations, the childminder does not always recognise when she can extend and build on children's learning and understanding even further.
- The childminder supports children to develop some independence skills and manage risks. She helps children to use a knife safely to cut up fruit for snack time, such as banana and strawberries. The childminder is aware of the importance of healthy eating and encourages parents to send a healthy balanced lunch for their children.
- Children have daily opportunities to have physical exercise in the fresh air. They take part in walks in the local area and learn about road safety. The childminder has considered the impact of the COVID-19 pandemic on young children's social experiences and, as a result, plans regular trips to playgroups. Children have opportunities to meet and socialise with other children in larger groups and develop their personal skills.
- The childminder works in partnership with staff at other settings children attend to provide a consistent and complementary approach for children. The childminder shares information with staff from the local school when children move on in their education, which helps children to have a smooth transition.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes daily checks to make sure her home is safe and secure for children to play in. She is qualified in paediatric first aid and appropriately supervises children, always ensuring their safety. The childminder has a clear understanding of signs and symptoms that may indicate there are concerns about the welfare of a child. She has good knowledge of safeguarding protocols and actions to take if there are any concerns over a child's welfare. The childminder is mindful of wider safeguarding issues, including radicalisation and extremism.

What does the setting need to do to improve?

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

- consider ways to enhance how resources are stored, to enable younger children

to make more independent choices in their play and learning

- make the most of opportunities to consistently build on and develop children's knowledge and skills, to help them make progress at the highest level in all areas of learning.

Setting details

Unique reference number	2548467
Local authority	Staffordshire
Inspection number	10221529
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 4
Total number of places	3
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in Stafford, Staffordshire. The childminder provides care from 7.30am to 5.30pm, Monday to Friday, throughout the year, 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 the evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children, and assessed the impact that this was having on children's learning.
- 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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