

# Childminder report

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Inspection date: 6 April 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The childminder plans activities to help children progress in their learning. She recognises the benefits and importance of regularly reading to children. Children sit snuggled next to the childminder and listen intently to a story. The childminder makes sure that all the children can see the storybook and uses excitement and different tones in her voice to hold their interest. She uses a range of techniques that encourage children to talk and express themselves. Children are confident and behave well.

Children experience a sense of adventure in the garden and the opportunity to experience challenge and manage risks for themselves. Under close supervision, they climb up into the tree house and then zoom down the slide. They jump on the large trampoline and shriek with laughter as they ride together on the two-seater tricycle.

Children have lots of opportunities to closely observe animals, birds and reptiles in the garden. For example, children gaze into the secure glass tank and watch the snake shed its skin to allow for further growth. They collect grass to feed the guinea pigs and learn how to gently stroke them. They watch the caged birds and listen to their soft chirps and chatter. This, along with ongoing discussion, helps to consolidate children's learning.

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

- The childminder gathers detailed information from parents about what children know and can do when they first start with her. She uses the information to help her to plan precisely for children's learning from the outset. The childminder monitors children's development closely. This helps her to identify any gaps in children's learning and to take prompt action to address them.
- The childminder provides children with a large organised playroom with a wide range of accessible toys and resources. She creates an environment that reflects diversity and promotes children's development across all aspects of their learning. The childminder has a range of resources that she uses to introduce children to new situations, such as having a new sibling or going to the dentist. This helps children to understand what to expect and to talk about their feelings so that they are fully prepared for new experiences.
- The childminder regularly takes the children to local toddler groups so that they learn to socialise outside of the childminder's home with other children and adults.
- The childminder walks with the children to and from school each day. This provides them with daily fresh air and exercise. This also helps the younger children to familiarise themselves with the school environment. The childminder

regularly takes the children to local outdoor playgrounds and indoor soft-play establishments. This helps children to work through obstacles, which builds their confidence as they try new approaches and techniques.

- The childminder builds strong relationships with children. For example, she offers children reassurance, encouraging smiles and praise as she plays alongside them. The childminder has clear, consistent and realistic expectations for children's behaviour. Children behave well and learn to be kind to each other.
- The childminder informs parents about the types of activities and experiences she provides for children through daily chats and by sharing photos on her social networking site. The childminder involves parents in continuing children's learning at home.
- The childminder liaises with the local authority and frequently links with other local childminders. This, along with welcoming any suggestions from parents, helps her to improve the overall quality of her setting.
- The childminder has developed strong links with the local school. However, she does not work as successfully as possible with other early years settings that children currently attend, to fully support consistency and continuity in their learning.
- The childminder provides children with healthy meals and snacks. However, she does not provide younger children with enough opportunities to develop their independence skills during snack time.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended child protection training. She demonstrates a good understanding of the possible signs or symptoms of abuse or neglect. She knows the procedures she must follow if she has any concerns about a child. The childminder carries out thorough risk assessments of her home, garden and for any outings so that any hazards are swiftly addressed. She consistently supervises children to make sure that they are safe and secure. The childminder has recently completed paediatric first-aid training. This provides her with the knowledge and skills required to administer first aid effectively in an emergency. The childminder follows good hygiene procedures to prevent cross-infection.

## What does the setting need to do to improve?

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

- strengthen partnership working with all other settings children attend, to provide a more consistent approach to meeting their needs
- encourage younger children to develop increased independence during snack time.

## Setting details

<b>Unique reference number</b>	224480
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	10231567
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	3 September 2019

## Information about this early years setting

The childminder registered in 1993 and lives in Stoke-on-Trent. She operates all year round from 7am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Linda Yates

## 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 setting.
- The inspector had a tour of the childminder's home to make sure that all areas used by children are safe.
- The childminder and the inspector had a learning walk and discussed how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder. The inspector held discussions with the childminder and evaluated how well she assesses children's progress and plans for the next steps in their learning.
- The inspector held a meeting with the childminder. She looked at relevant documentation, including evidence of the suitability of persons living or working in the household.
- The inspector held conversations with children during the inspection.

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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