

Childminder report

Inspection date: 27 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children have a strong bond with the childminder. They demonstrate that they are happy and feel safe. The childminder has high expectations for all children, encouraging them to be independent and confident. Children listen to each other and share resources while they take turns during their play. Children demonstrate a positive attitude towards new activities and persevere in self-chosen tasks. Children of all ages learn about emotions, including through stories, rhymes and role play. Children have many opportunities to develop their fine-motor skills, in preparation for early writing. Older children practise making marks, learn to use scissors and use tools when they explore play dough.

Children have regular opportunities to explore the natural world with the childminder through outings, woodland walks or using resources in the garden. They relish being outside and ride sit-on toys, and climb the slide safely. Children are keen to replant the strawberry seedlings they have sown into bigger pots. Older children explain the need for water to make the plants grow bigger. The childminder uses opportunities to extend children's learning, such as finding bugs during outdoor play. She carefully reassures children and helps them to learn about what they find. This develops children's understanding of nature and the world around them.

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

- The childminder knows the children well. She uses observations, together with information gathered from the children's parents, to plan learning opportunities. The childminder plans activities and experiences, based on children's interests that actively support and encourage children's learning. She regularly assesses and tracks their progress. However, occasionally, she does not plan some adult-led activities as effectively for younger children. They sometimes find group activities a little too challenging because teaching is not adapted precisely enough to support all aspects of their learning to the highest level.
- The childminder promotes children's physical development. She ensures that they have long periods of outdoor play each day. They learn to take appropriate risks and encounter physical challenges, for example, when negotiating balancing beams and large tyres.
- Children have formed secure attachments with the childminder and she is a positive role model. She promotes children's independence and self-help skills. For example, they confidently hang their coats up on small pegs, wash their hands before meals, put their toys away and use the toilet independently. Children are very polite and kind to each other. Older children are very considerate to younger children. Behaviour is excellent. Children learn skills, including confidence that prepares them well for school.

- The childminder recognises the importance of storytelling and developing children's interest in books. She reads to the children in a way that engages them. Although this is helpful for the children's understanding of language, the childminder sometimes misses opportunities to model some vocabulary to help children to practise their own speaking.
- The childminder promotes children's mathematical development well. She targets her teaching appropriately to meet the needs of the children. For instance, children learn mathematical language, such as 'big', 'small', 'heavy' and 'light'. The childminder supports the older children to recognise numerals and to put them in order.
- The childminder does not allow the parents to enter her home due to the COVID-19 pandemic to help to keep children safe. However, she shares information with parents through daily conversations and pictures to keep them up to date about their child's progress. Parents know what their children are learning and understand what they can do at home to support them. They speak highly of the childminder and the progress their children are making.
- The childminder is proactive in widening her knowledge and skills. She reads and finds out about new childcare issues by accessing online resources to increase her skills. The childminder uses these well to support the individual needs of children she cares for and to help them all make good progress. Through her own ongoing evaluations and seeking the views of children and parents, she is able to identify her own strengths and areas for improvement. This supports continuous improvement.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role to keep children safe and she ensures her child protection knowledge is up to date. She has a good understanding of signs that may indicate a concern about children's welfare, including abuse and extremism. The childminder knows the procedures to follow to report any concerns of this nature. She knows what to do and who to contact if an allegation is made against herself or a member of her household. The childminder supervises the children at all times and ensures that the premises are secure.

What does the setting need to do to improve?

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

- sharpen the planning of activities for younger children, to precisely support their learning needs and help them to make rapid progress
- increase opportunities for children to develop their spoken language and vocabulary.

Setting details

Unique reference number	EY465972
Local authority	Staffordshire
Inspection number	10116226
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	14 March 2016

Information about this early years setting

The childminder registered in 2013 and lives in Stonnall, Staffordshire. She operates all year round from 7am to 5pm, Monday to Thursday, and 7am to 9am on a Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for four-year-old children.

Information about this inspection

Inspector
Jacqueline Coomer

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 and the childminder completed a learning walk across all areas of the home to understand how the early years provision and the curriculum is organised.
- The inspector and the childminder carried out a joint evaluation of a teaching activity.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection. The inspector considered the written feedback of parents.
- The inspector looked at a sample of the childminder's records and documentation. This included evidence about the childminder's suitability and training.

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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