

Childminder report

Inspection date: 15 June 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

The childminder is a very good role model for children. She has high expectations for children's behaviour. Children are confident, well-mannered, show empathy and develop close friendships with other children at the setting.

Children are very independent. For example, they enjoy making their very own healthy milkshake to drink. Children confidently slice a banana and pour out the measured amount of milk and put this into the blender. Under close supervision, they take it in turns to operate the blender until the mixture is smooth.

The childminder reads a story to the children snuggled around her. She makes sure that all the children can see the storybook and uses a clear voice with expression to hold children's interest. Children listen intently to the story. They join in with the repeated words and phrases and respond to the many questions the childminder asks them. Children giggle when they hide under the blanket with the childminder and pretend to be in a cave, just like in the story.

Children enjoy sensory and exploratory play. For example, they make a gloopy mixture with the mud, water and dried parsley. Furthermore, they use a straw to blow air into the soapy water and watch the bubbles grow.

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

- The childminder has a comprehensive understanding of what she would like children to know, understand and be able to do before they go to school. She uses this information to provide a broad range of purposeful and developmentally appropriate experiences that are tailored to each child's needs. However, there are few opportunities for children to recognise, respect and value how they differ from, or are similar to, other people.
- The childminder is highly skilled at motivating and enthusing children to learn. She encourages children to persist at activities until they succeed. The childminder places a strong emphasis on helping children to name letters and their sounds because she knows this is a key skill needed for reading. Consequently, children confidently identify most letters and their sounds. Furthermore, the childminder helps children to develop strong number sense as she knows this helps them build a firm foundation for mathematical understanding. As a result, children count and recognise numbers up to 20.
- The childminder promotes children's understanding of the natural world exceptionally well. For example, she takes the children on weekly visits to the forest school site. Here, children experience exciting hands-on learning in a woodland environment, where they explore, investigate and use a range of tools. Furthermore, the childminder takes the children on weekly visits to the

community gardening area. Here, children grow and harvest their own vegetables and flowers.

- The childminder regularly takes the children to the local toddler groups. This provides children with opportunities to socialise outside of the childminder's home.
- The childminder provides children with healthy snacks and tooth-friendly drinks to promote their overall growth and development.
- The childminder regularly explores a range of early years websites and frequently links with a local childminder. This, along with welcoming any suggestions from parents and staff at the local school, helps her to improve the overall quality of her setting.
- Parents state that the childminder is 'caring, friendly, happy and fun' and that 'children thrive in her care'. They value the information they receive from the childminder about the types of activities children enjoy and their progress. For example, the childminder shares information with parents through daily chats, and she shares photographs and information electronically on her social media site. This helps parents to support their children's learning at home.
- The childminder provides fewer opportunities for children to find ways to represent and develop their own ideas during creative art activities.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular child protection training. She has a good understanding of the possible signs of abuse and a strong awareness of her responsibility to protect children from harm. The childminder checks all indoor and outdoor areas to identify and reduce any possible risks to children. She regularly updates her risk assessments for outings off the premises. This helps to keep children safe and well. Children learn how to keep themselves safe. For example, they understand what they must do if there was an emergency and they had to evacuate the premises. The childminder follows good hygiene procedures to prevent any cross infection.

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 opportunities to build on their respect for, and understanding of, the similarities and differences between themselves and others in the wider community
- encourage children to explore and develop their own ideas during expressive arts and design, allowing more freedom to direct their own play.

Setting details

Unique reference number	2532232
Local authority	Staffordshire
Inspection number	10221452
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	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Uttoxeter, Staffordshire. She operates all year round from 8am until 5.30pm, Monday to Thursday, 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 completed a learning walk to understand 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 took account of the views of parents through the written feedback provided and conversations with them.
- 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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