

Childminder report

Inspection date: 4 August 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 are happy and enjoy their time in this warm, welcoming and inviting setting. They form secure attachments with the caring, nurturing childminder. They show high levels of confidence in social situations. For example, young children quickly engage the inspector in conversation and invite them to join in their play.

The childminder has a good knowledge and understanding of how children learn and develop. She provides a broad range of activities and meaningful hands-on experiences and much of her curriculum is enriched with outdoor learning. Children visit various places in the local area and take trips further afield. For example, children visit local forest school sessions weekly. This supports them with their understanding of nature and the world around them.

The childminder introduces early mathematical concepts into everyday activities. Children enjoy pretending to buy and sell food in their fruit and vegetable 'market', supported by the childminder who encourages them to talk about their choices. They count the items of food in their shopping basket and pay with play money. Older children are challenged with the introduction of small sums. Children giggle with excitement as they explore building the tallest tower they can with foam bricks. Through this activity, children develop their problem-solving skills, and they hear mathematical language about the position of the bricks as they carefully stack these so that they balance.

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

- The childminder plans a flexible environment, where children can lead their own play. She plans the curriculum around children's interests, so they are motivated to learn. Children are well behaved and listen carefully to the childminder. They enjoy each other's company and like to play alongside their peers during activities.
- Children enjoy being physically active through the wide selection of activities available to them. They learn how to balance and coordinate their movements to operate scooters and ride-on vehicles. Children enjoy using their fingers and brushes during creative activities. This helps to develop the small-muscle skills and hand-to-eye coordination needed for writing.
- Children show curiosity in all their activities and a willingness to join in and try new things. They are becoming increasingly independent and able to do things for themselves, such as washing their hands.
- The childminder interacts well with children. However, occasionally, she steps in too quickly and does not give the children enough time to think, respond to questions and give their own ideas. This is evident as the children play with sea creatures in the water. The childminder enthusiastically tells the children the

names of the animals before they can work it out for themselves.

- The childminder reads 'Handa's Surprise' to children with enthusiasm. Children help to tell the story through and learn the names of different fruit and animals. Their learning is further embedded as they have the opportunity to make smoothies and try tasting different fruits from the story.
- Overall, the childminder supports children's communication skills effectively. She regularly sings songs with the children as they play and models language during activities. However, the childminder does not always increase the opportunities children have to use letters and sounds in their play and learning to further aid their good language development.
- Children develop a positive attitude to people's differences through discussion, stories and resources. They take part in celebrating festivals of different faiths and learn about the customs and beliefs of others.
- The childminder reflects on her practice and the opportunities that she provides for children. She regularly asks parents for their feedback and views on how she can make improvements to the service that she provides. Parents compliment the childminder on her 'excellent communication and fun and safe service'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to keep children safe and protected from harm. She completes regular training to help her to quickly identify the signs of abuse and neglect. She has ensured that she keeps her knowledge up to date and is aware of broader safeguarding issues. Children play and learn in a safe and secure environment. The childminder completes effective risk assessments of the setting and visits outside the home to help recognise and remove any potential risk to children. The childminder keeps her documentation maintained, which contributes to the safe and efficient management of her setting.

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 time to think, respond to questions and explore their own ideas
- enhance opportunities during children's play to extend and promote children's understanding of letters and sounds further.

Setting details

Unique reference number	EY347612
Local authority	Staffordshire
Inspection number	10231759
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	6
Number of children on roll	5
Date of previous inspection	7 September 2016

Information about this early years setting

The childminder registered in 2007 and lives in Uttoxeter. She operates her provision all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded education for three- and four-year-old children.

Information about this inspection

Inspector

Sharon Hennem-Dale

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 their evaluation of the setting.
- The childminder discussed her curriculum and what it is that she wants the children to learn and the safety of the premises.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector read feedback left by parents for the inspection and took account of their views.
- The inspector spoke with the childminder and children at convenient times and sampled documentation, such as evidence of suitability.
- An evaluation of the activities was discussed by the inspector and the childminder.

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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