

# Childminder report

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Inspection date: 18 August 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children play happily in this welcoming and nurturing environment. They demonstrate that they feel safe and secure. Children are very eager to take part in activities and show a positive attitude to their play and learning. The childminder works closely with her assistants. They know the children very well. They frequently observe children's development and provides a good range of learning experiences that reflect children's interests. This helps children make progress across all areas of learning.

Children get plenty of fresh air and exercise. They benefit from a curriculum with a strong emphasis on outdoor learning. Children look forward to daily opportunities to play in the well-resourced garden. They relish playing in the mud kitchen and become deeply involved in their play. Children use a range of interesting and sensory resources to imaginatively draw on first-hand experiences as they make mud pies. Younger children develop their physical skills and demonstrate good control as they pour water and use paint brushes to make marks. Older children confidently begin to link the sounds in their names to the letters they paint. This creates a strong foundation for their future writing skills.

Children develop an understanding of rhythm and rhyme as they enthusiastically join in with dancing and sing familiar songs. They demonstrate high levels of independence and self-esteem. For instance, they are confident when communicating their ideas as they request a 'talent show' and enjoy performing songs for the childminder and each other.

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

- Good support for mathematics is woven through everyday activities. Children sing number songs and practise their colour recognition as they use and mix paints. As they bake scones, children are encouraged to compare and order the different sizes of measuring scoops.
- Overall, the childminder supports children's communication and language skills well. During activities the childminder asks children a range of questions, encouraging their thinking skills. She understands that introducing more challenging words and phrases is important for children's overall learning and development. Occasionally, however, adults do not explain or demonstrate what some words mean, such as 'cube' and 'scone', to help support children's understanding of new vocabulary.
- There is strong support for children's emotional development and well-being. Children form secure relationships with their peers, the childminder and her assistants. They have excellent manners and behave well. For example, during activities, children use good manners and understand the importance of taking

turns with their friends.

- Children learn about how to keep themselves healthy through good hygiene routines. They competently manage their own personal needs, such as washing their hands, and enjoy the healthy meals provided by the childminder.
- Partnerships with parents and others involved in children's care are strong. Children benefit from the strong links the childminder forms with the local schools. This supports transitions when they move on to school. The childminder keeps parents well informed about children's progress. Parent's reviews are overwhelmingly positive. They are very happy with how their children are being supported.
- The childminder provides a range of activities for children to deepen their understanding of the wider world. Children learn about a range of faiths and cultures and the differences and similarities in people through a range of experiences.
- The childminder continues to raise the standards of her setting by looking at ways to improve the service she provides. Consequently, she has made changes to her outdoor area to provide a rich, exciting and child-focused environment for children to play and learn in. The childminder and her assistants complete regular training courses, which has a positive impact on the learning outcomes for all children.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role to safeguard and protect children. She has effective safeguarding procedures in place to ensure children are safe. The childminder demonstrates a strong knowledge of the signs that may indicate a child is at risk of harm. The childminder understands what she needs to do should anyone make an allegation against herself, her assistants or a member of her household. Children are well supported to learn about keeping themselves and others safe. They play in secure premises and are supervised effectively by the childminder to assure their safety.

## **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 further opportunities to help develop their understanding of new vocabulary.

## Setting details

<b>Unique reference number</b>	EY439549
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10075025
<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 4
<b>Total number of places</b>	14
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	20 April 2016

## Information about this early years setting

The childminder was registered in 2012 and lives in Burton-on-Trent, Staffordshire. She operates Monday to Friday, from 7.30am until 5pm, all year round, except for family holidays and bank holidays. The childminder works with two assistants. The childminder offers funded early years education for three- and four-year-old children.

## Information about this inspection

### Inspector

Sharon Hennam-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 talked to the inspector about how she organises her provision and her curriculum intent.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder, her assistants and children at appropriate times during the inspection.
- The childminder and the inspector carried out a joint evaluation of an activity.
- Relevant documentation was available for inspection, including qualifications and policies. The inspector took into account written feedback from parents.

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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