

# Childminder report

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Inspection date:

16 September 2022

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**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 provides an exciting, stimulating, nurturing environment. All children have built positive, secure relationships with the childminder and with each other, which makes them feel safe, happy, and ready to learn.

Children delight in playing outdoors. Older children spend time looking through binoculars outdoors. They enjoy making observational paintings of a van they can see. As they paint, the childminder and children talk about the shape of the wheels, the colour of the van, and describe what it looks like. Younger children like painting on the easel outdoors. They immerse themselves in this activity, painting lines and circles. This effectively supports children's language, literacy, mathematics, and self-esteem. They enjoy showing the childminder their creations and are proud of their artwork.

The childminder is a good role model. She has high expectations for all children. She works hard to ensure children are given choices, respected and feel listened to. Children enjoy helping each other. They are confident, kind, caring, and behave well. This contributes to children's high levels of self-esteem. All children make good progress from their starting points. They gain the skills they need for future learning and are well prepared for their eventual move to nursery or school.

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

- The childminder has a robust settling-in procedure that is tailored around children's individual needs. This ensures children are ready to learn when they start. She works hard to ensure both parents and children feel happy and secure. The childminder also gathers detailed information from parents when children first start. She uses this information to inform her of any gaps in children's learning and ascertain their interests to support her planning for what they need to learn next.
- The childminder knows the various local schools that children will be going to and she is beginning to link in with them. However, relationships with schools are not fully established or secure enough, to ensure consistency in learning, care and fully successful transitions.
- The childminder includes all areas of learning in her curriculum delivery. For example, children develop their coordination and small-hand muscles as they play with foam. They develop their vocabulary and imagination as they make spells and create potions with it. They also spend time filling and emptying various size containers and have fun counting how many scoops it takes to fill them. This supports their large-muscle skills, coordination and skills in counting.
- Communication and language is well supported. For instance, the childminder engages in conversations with children throughout the day and skilfully asks

them open-ended questions at appropriate times during activities. The childminder is careful not to overwhelm children by asking too many questions, and she is aware of when to sit back and observe.

- Children enjoy choosing books to look at from the broad range of books the childminder has. They excitedly ask her to read stories to them, and delight in choosing books to take home. All children make good progress in their literacy skills.
- Parents report their children love the full days of adventure and fun the childminder provides. They feel their children have made good progress since starting, and are grateful for the regular detailed feedback they receive from the childminder.
- Children progress well with their independence and self-help. The childminder encourages children to complete everyday tasks for themselves, such as to put on their own shoes, tidy up, and wash their hands ready for a snack. Children enjoy choosing what food they would like to eat from the fridge. The childminder provides children with a range of healthy snacks and meals. However, she overlooks opportunities throughout the day to challenge and extend children's understanding about healthy eating and lifestyles.
- Children enjoy learning about the wider world. The childminder promotes equality and diversity well across her setting. Children enjoy learning about similarities, differences, and diversity through activities, celebrations and trying different foods.
- The childminder is committed to her own professional development. The childminder has undertaken extensive training in safeguarding, personal social and emotional development and communication and language.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly checks her indoor and outdoor environment, to ensure they are safe for children to access. She keeps all required documentation well maintained, and ensures all of her records are up to date and accurate. The childminder is knowledgeable about the possible signs and symptoms that indicate a child may be at risk of abuse. She is aware of the local procedures she must follow to report any child protection concerns. In the event that an allegation is made against her, the childminder knows the procedures she must follow to report these concerns. Safeguarding policies and procedures are implemented effectively to protect children from the risk of harm.

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

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

- make successful links with schools that children attend to promote continuity in

learning and care

- extend the opportunities for children to learn about the benefits of healthy eating and lifestyles to support their understanding even further.

## Setting details

<b>Unique reference number</b>	2538742
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10215284
<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>	2 to 3
<b>Total number of places</b>	2
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

## Information about this inspection

### Inspector

Kiri Gill

## Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the provider.
- The childminder and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held discussions with the childminder to find out how the setting is organised. The inspector reviewed relevant documentation, including evidence of staff qualifications.

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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