

# Childminder report

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Inspection date: 10 October 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 form warm relationships with the childminder and her two assistants. They engage happily in play, accessing the wide range of resources that are suitable for their stages in learning. Children show that they feel safe and secure, and they are confident to ask for help. While children roll and manipulate play dough, they recall earlier learning. They make the link between their recent visit to a pet shop and their model of a fish. Children have good concentration skills and focus on tasks that interest them. The childminder and her assistants extend children's vocabulary by clearly modelling language and asking questions.

Children benefit from outdoor play. They broaden their knowledge of the wider world as they explore the local natural environments. They develop physical skills, such as climbing and balancing, as they take turns on the slide and see-saw. Additionally, they visit local shops and playgroups. Children learn about rhythm and rhyme as they play with a good variety of musical instruments. They like taking part in making music. Children enjoy making marks and practise using a variety of tools and media. This supports their early writing skills. Children's early understanding of mathematics is reinforced throughout the day.

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

- The childminder knows all her children well. She plans a broad curriculum which takes children's changing interests and abilities into account. When children first start, the childminder talks to parents about what their children know and can do. She makes observations as they settle in to help her organise the curriculum to meet their needs. The childminder's curriculum focuses on building children's independence and confidence to enhance their learning. She uses children's experiences from home to help continue their development.
- The childminder regularly reviews children's progress. She assesses children's ongoing development and monitors their achievements. The childminder carefully considers their development stages when planning for their next steps in learning. She uses information gathered from her observations of children to plan a range of enjoyable learning experiences. Overall, children make good progress. However, on occasion, the childminder does not make the most of opportunities to fully extend some activities and challenge children to maximise learning.
- Children's communication and language skills are well supported. Children hold conversations with the childminder and her assistants. Any gaps in speech are quickly identified and the childminder works closely with relevant professionals to action support plans. Children show a genuine love of literature. They spend time looking at books independently and enjoy the personalised books the childminder has produced for them.

- The childminder supports the children well to become confident, resilient and independent in readiness for the next stage of their education. Children demonstrate positive attitudes to learning and take part in a number of activities, showing persistence, concentration and enjoyment. For example, they skilfully build models using large magnetic rods and balls and count how many they have used.
- Children behave well. They follow instructions and respond positively as they are supported to manage their emotions. Children show good manners and are caring and thoughtful towards each other. For example, when they want the same toy, children respond well to reminders that they can share. Children are developing positive relationships.
- Partnerships with parents are strong. The childminder works closely with all families to ensure they know what their children are learning and how to continue this at home. This helps children to feel secure, and they settle quickly with the childminder. She keeps children's families well informed about children's progress, for instance through verbal feedback.
- The childminder has a strong vision for the setting. She supports children to feel at ease in the setting and confident to explore and play. The childminder and her assistants work well as a team. They plan and reflect on their practice and help each other to develop ideas. The childminder identifies areas of training that will benefit the children in her care the most. This helps her to continually improve her skills and strategies she can use with children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants demonstrate that they are confident to recognise the signs that may indicate children may be at risk of harm. They understand the procedures to follow should they have a concern about a child and the importance of doing so promptly, to keep children safe. The childminder has completed 'Prevent' duty training and has clear procedures to follow in the event of a concern about a child's welfare. The childminder and her assistants know how to raise concerns regarding staff suitability. They check the premises and make sure equipment, such as safety gates, is in place if needed, to support children's safety.

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

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

- ensure all children are able to build on their ideas and experience challenges to help them make the best possible progress.

## Setting details

<b>Unique reference number</b>	224495
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	10234382
<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 10
<b>Total number of places</b>	18
<b>Number of children on roll</b>	18
<b>Date of previous inspection</b>	7 November 2016

## Information about this early years setting

The childminder registered in 1992 and lives in Burslem, Stoke-on-Trent. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. The childminder provides funded early education for two-, three- and 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 their evaluation of the provision.
- The childminder and the inspector had a learning walk around the setting and discussed the learning intentions for children and how the environment is arranged.
- A joint evaluation of a teaching activity was carried out by the childminder and the inspector.
- The inspector took account of the written views of parents and spoke to assistants and children at appropriate times during the inspection.
- The inspector observed the quality of teaching indoors and outdoors to assess the impact this has on children's learning.
- The inspector held discussions with the childminder, looked at relevant documentation and evidence of staff suitability.

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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