

Childminder report

Inspection date: 2 November 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive eager to come into the childminder's home. The childminder offers reassurance to those who are unsettled and distracts them by getting them involved straight into activities which are available for them. The childminder is nurturing towards the children and has a calm and quiet manner. This makes children feel safe and happy within her care.

Children benefit from fresh air outdoors. They go on a hunt to discover farm animals which have been hidden in the garden for them to find. Children enjoy trying to make the sounds of the animals. They want to be independent and carry the basket themselves when it has been filled with animals. The childminder supports them in doing so and gives lots of praise. This gives children a sense of pride and achievement.

Children learn early mathematical skills. They line the animals up one by one, and the childminder supports them to count. Indoors, children can freely choose from a range of resources designed to give them new experiences and build on what they know and can already do. Children use their small-muscle skills as they use a pincer grip to pick up different-shaped buttons. The childminder supports their understanding as she talks about different colours and shapes.

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

- The childminder has made significant improvements since her last inspection. She has attended several training courses to improve her knowledge and practice. The childminder is well qualified but had lost some confidence. Following support from the local authority, she has improved her quality of teaching, ensuring it is consistently good.
- The childminder has updated the information she gathers from parents when their children first start to incorporate information on what the child can and cannot do. She then completes her own observations and assessments to ensure robust starting points are gathered, which then enables the childminder to successfully track the progress children are making. Any gaps in learning are swiftly identified and plans of targeted support put in place.
- Parents report that they are happy with the care the childminder provides. The childminder ensures there is a two-way flow of information between her and parents. Regular information is shared about the child's time and the progress in learning they are making. The childminder supports parents to continue with their child's learning at home. She gives them ideas for activities they can complete. The childminder also uses experiences the children have at home to enhance their learning with her. Parents comment that their children have made great improvements since being with the childminder.

- Children have been involved in creating the rules of play and try to abide by them. The childminder focuses on supporting younger children to manage their emotions and learn to share and take turns. However, at times, this is not always successful and some children display unwanted behaviour. The childminder is looking at different strategies on how to further support children who struggle with this.
- The childminder's curriculum is sequenced to build on what children already know and can do and what they need to learn next. She uses her in-depth knowledge of each child to plan and provide activities in line with their interests and next steps in learning. Consequently, children sustain long periods at activities and are thoroughly engaged. Children are gaining the required skills for their next stage of learning.
- A strong focus is placed on the curriculum for communication and language. The childminder supports children who speak English as an additional language. She sings lots of action songs. The children join in and giggle and laugh when the 'crocodile' snaps his hands at the 'cheeky monkeys'. Children enjoy looking through 'that's not my' books and books where they can lift the flaps. The childminder repeats words while using objects of reference to help support early language skills. However, at times, the childminder could support the children even further, by using more language and conversations in her interactions when playing alongside them.
- The childminder supports children to learn about healthy lifestyles. She discusses with parents about healthy lunch box choices. Children are cleaned with individual flannels before and after food. Younger children are supported to develop self-care skills as the childminder encourages them to feed themselves with a spoon.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has greatly improved her knowledge on how to keep children safe. She has attended several courses since her last inspection. Following successful completion of training, she was able to talk about different types of abuse and what signs and symptoms she would be mindful of. The childminder understands the procedure to follow if she has concerns about children in her care. Accurate registers are kept of children's attendance and appropriate monitoring of absences takes place. The childminder will speak to parents to discuss any unexplained absences. The childminder regularly risk assesses her home to ensure it is safe for children when they are with her.

What does the setting need to do to improve?

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

- review the strategies used for managing unwanted behaviour to further support children in learning to share and take turns
- strengthen interactions and conversations with children to help increase their vocabulary to an even higher level.

Setting details

Unique reference number	EY480399
Local authority	Staffordshire
Inspection number	10243914
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 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 May 2022

Information about this early years setting

The childminder registered in 2014 and lives in Burton upon Trent, Staffordshire. She provides care all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5.

Information about this inspection

Inspector

Johanna Holt

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector reviewed written feedback from parents and took into account their views.

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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