

Childminder report

Inspection date: 31 October 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 build secure attachments with the childminder and show that they feel happy in her care. Children that are new to the setting demonstrate that they feel emotionally safe and secure, as they arrive smiling and confidently leave their parents at the door. Children behave well and happily play alongside each other. The childminder is a positive role model for children and seeks their permission to support them in their play. The childminder values children's efforts and celebrates their achievements with praise and encouragement. As a result, children are developing their self-esteem.

The childminder provides adult-led activities as well as a range of opportunities for children to make their own choices of what to play. Children learn about the world around them through engaging activities. For example, children learn about autumn and the changes that occur in the environment. They explore a tray filled with a variety of autumn objects and colours. Babies are curious and enjoy exploring a range of textures. Older children show high levels of concentration as the childminder uses natural objects and materials to help them visualise the life cycle of an acorn. They have opportunities to reinforce their learning later in the day when they read a story about an acorn. Children are enjoying the learning opportunities available to them.

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

- The childminder knows the children in her care well. She gathers detailed information about the children, including their likes, dislikes, routines and current levels of development. The childminder offers settling-in sessions for children and their parents prior to them joining the setting. As a result, children settle well, and the childminder can provide continuity in their care.
- Children make good progress in their learning and development. The childminder uses assessment effectively to monitor children's progress and identify their next steps. However, the childminder's planning is not always highly specific to maximise children's learning opportunities. For example, an activity supporting children's recognition of numbers one to five is over-complicated by the addition of numbers six to 10. As a result, children's learning and development are not always suitably challenged.
- The childminder understands how to support children's communication and language development. She talks to children as they play and asks questions which extend their thinking. She patiently allows time for children to think about the questions they have been asked and to respond. When children's pronunciation of words is not clear, the childminder reflects them back accurately. This supports children's spoken language development.
- Children thoroughly enjoy story time. They sit on the lap of the childminder as

they explore a book together. They talk about the illustrations and practise identifying colours. At the end, the childminder recaps the story to help reinforce learning. Children are enjoying developing their early literacy skills.

- The childminder supports children to develop some independence and self-care skills. For example, older children wash their own hands before lunch and eat independently. Children learn about healthy eating and oral hygiene through play. They have lots of opportunities to be physically active as they take part in regular trips and outings into the community. Children are gaining a good understanding of healthy lifestyles.
- Children are provided with opportunities to become familiar with their local school as they collect and drop off other children. The childminder shares information with other settings that children also attend. This promotes a consistent approach to their care and learning.
- The childminder is reflective of her practice. She enhances her own professional development through online training opportunities. However, the childminder does not always focus self-evaluation to precisely identify areas of practice that can be developed further. Therefore, identified professional development opportunities are not always targeted to continually enhance the quality of teaching to the highest level.
- Parents are complimentary about the childminder and the service that she provides. Parents receive regular updates about their child's day, which leaves them feeling reassured. They value the flexibility that the childminder offers and are confident that their children are well looked after.

Safeguarding

The arrangements for safeguarding are effective.

The childminder thoroughly understands her role to protect children. She knows how to identify the signs of abuse and neglect. The childminder is alert to safeguarding and child protection issues, such as female genital mutilation and county lines. She is knowledgeable about the procedures to follow if she has concerns about a child in her care or if an allegation is made about herself. The childminder keeps her home clean and well maintained. She carries out regular risk assessments of her home, and when taking children out on trips, to help ensure their safety.

What does the setting need to do to improve?

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

- plan more specifically to ensure activities provide suitable challenge to support children's individual stage of learning
- focus self-evaluation to identify more targeted professional development opportunities that continually enhance the quality of teaching.

Setting details

Unique reference number	EY453685
Local authority	Staffordshire
Inspection number	10235968
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	0 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	7 December 2016

Information about this early years setting

The childminder registered in 2013 and lives in Newcastle-under-Lyme. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Roxanne Mason

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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