

Childminder report

Inspection date: 4 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	Good
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What is it like to attend this early years setting?

The provision is good

Children receive a wealth of support and guidance, especially in their personal, social and emotional development. For example, the childminder introduces familiar experiences and resources, which help children to feel safe and settle, such as foods from their own culture. This promotes inclusion and supports new children to develop confidence in their eating.

Children benefit from continuous choices throughout the day. For example, they independently select healthy snacks from a heavily stocked fruit bowl. They receive time to make their own choices and to discuss ideas for what they would like to do next. This means that children's play finishes when they are ready, and they confidently move on to more activities of choice.

Children's interests positively influence daily activities. This means that children are happy in their play, and they demonstrate positive attitudes towards their learning. For example, during a creative activity, children investigate the colour gold. Positive interactions from the childminder further spark their interests and encourage them to find more shades of gold in the environment.

There are high expectations for children's behaviours. The childminder encourages 'house rules', which children are confident to follow. For example, children know to take off their shoes when coming into the home. They are extremely polite, and relationships between the childminder and children are respectful. For example, children ask permission to leave the table, and without prompt they say 'please' and 'thank you.'

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

- Children develop strong attachments with the childminder and with the other children in her care. For example, the childminder visits children in their own home to build early relationships, and she organises trips with families on the days children do not attend the setting. This supports children's emotional well-being. Parents say the childminder takes 'small, sensitive steps to build bonds with children. As a result, children are relaxed and happy.'
- When planning activities, the childminder incorporates children's interests to ensure their engagement. She consciously observes what children can do to ensure activities are achievable. However, sometimes, she intervenes too quickly and does not allow children time to complete tasks independently. This does not help children to achieve their highest potential.
- Children have a wealth of opportunity to engage in activities. They count, categorise objects and explore quantities. For example, children opt to build a jigsaw, which they do with extreme confidence. They identify 'small' and 'big'

pieces as they separate two jigsaws independently. They further differentiate corner pieces from centre pieces. This demonstrates children's prior knowledge of how to successfully complete a jigsaw.

- Children learn language through repetition of similar sounds. For example, children say their banana is 'slippery'. The childminder enhances the 's' sound and replies, 'slippery like a snake.' This helps to make the sound more memorable for children. When children cannot fully remember the answer to a question, the childminder gives them time to think before she offers them the sound the word begins with. This helps children to remember the answer, because they have prior knowledge of the familiar sound.
- Children have opportunities to engage in imaginative play. They recall past learning and model personal experiences, such as trips to the dentist. For example, they talk about the bones in their body, and they remember that a 'stethoscope' is used to listen to a heartbeat. They say, 'lub-dum, lub-dum', to demonstrate the sound the heart makes. This shows that concepts are being absorbed and used to enhance play.
- The childminder conducts training to enhance her knowledge of relevant legislation. She regularly seeks updates from childminding groups and social media pages to support her professional development and evaluate her workload. As a result of reflective practice, the childminder recognises that she now spends more time with children, playing and learning, and spends less time conducting paperwork. This positively impacts children's outcomes.
- The childminder is confident to discuss strengths and weaknesses. For example, she demonstrates plans to strengthen fire evacuation procedures, and there are clear objectives in place for future training. Although parent partnership is a strength of the setting, parents do not always receive ideas and guidance to continue children's learning at home, to ensure children make rapid progress from their starting points.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is knowledgeable about child protection procedures. She is vigilant and demonstrates the importance of 'professional curiosity' to further explore and understand why things might happen to children. The childminder has a secure understanding of the signs and symptoms of abuse, including radicalisation. She supports older children to be aware of online dangers, such as those on social networking sites. The childminder is fully aware of procedures to follow should she have a concern about a child's welfare, and she is confident to whistle-blow.

What does the setting need to do to improve?

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

- strengthen planning to ensure children's next steps for learning further promote challenge and independence
- provide parents with ideas and suggestions, to extend children's individual learning at home.

Setting details

Unique reference number	209911
Local authority	Staffordshire
Inspection number	10234336
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	2 to 5
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 1999 and lives in Burton-on-Trent. She operates during term time only, from 7.30am to 6pm, Monday to Thursday.

Information about this inspection

Inspector

Mikaela Stallard

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 provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The views of children and parents were considered by the inspector.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.

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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