

Childminder report

Inspection date:

24 November 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are happy and excited to be in this homely environment. The childminder provides a lovely family atmosphere, which is nurturing for the children in his care. Children show confidence as they explore the wide range of resources that they can access independently throughout the day. The children invite the childminder into their play. For example, children use their imaginations as they play with cardboard tubes. They tell the childminder it is a telescope, and then insist he has a telescope too. They then search for animals together. Children learn about growth and change. For example, they learn to care for the vegetables that they plant in the childminder's garden and observe how they change over time before they pick them to eat.

Children's behaviour is good, and the childminder is a positive role model. Children respond well to the childminder's gentle reminders about what he expects from them. Children learn about rules and boundaries, which supports the development of their life skills. They learn good table manners and how they need to remain seated while they are eating. Young children develop a sense of responsibility and help to tidy up after activities. They eagerly use a dustpan and brush to help clear up. Children want to help and enjoy praise from the childminder when they do.

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

- The childminder successfully helps children to extend their physical skills in a range of effective ways. Children carefully cut paper with scissors, and younger children develop hand-eye coordination as they tip dry rice from container to container. The childminder provides children with plenty of opportunities for physical play, both in the garden and when they go on one of the many trips to the park.
- The childminder provides a varied curriculum based on children's interests. He skilfully expands on these interests through everyday activities. For example, the childminder supports children's interest in the Antarctic, and he plans an activity with animals found in this region. Children discuss penguins, orca whales and leopard seals that they find hidden in fake snow. Children learn new vocabulary and enhance their understanding of the world around them. However, on occasion, the childminder does not give children the time they need to express their ideas and use their language skills fully.
- Parents express how much they value the family atmosphere at the childminder's home. Parents receive daily verbal feedback about their child's day. The childminder also uses online systems to communicate with parents about their child's progress. The childminder ensures that he talks to parents to gather children's starting points and ongoing achievements and interests. This enables the childminder to plan effectively for children's individual next steps.

- The childminder provides children with well-balanced and healthy food each day. Children enjoy a range of healthy meals and snacks. They can choose which fruit they have at snack time alongside some toast. At lunchtime, children enjoy a healthy, home-cooked lunch daily.
- The childminder, who works with a co-childminder, continually evaluates his provision. With the co-childminder, the childminder discusses how they can improve things and have a clear ambition to ensure the children grow and develop in their care. The childminder is keen to enhance the children's outdoor experiences even further. He is currently attending a 'grow with nature' course and is starting to implement his learning into the provision. For example, when the children go for a walk, they create a 'journey stick', and when they return, they use this to remember and recall what they have seen.
- The childminder forges strong links with other childminders, schools and settings. The childminder and co-childminder collect children from school and nursery and ensure they have good communication with them. They discuss any ways they can support children, ensuring that each setting is doing the same thing.
- The childminder supports children's independence and self-help skills successfully. Younger children develop their sense of responsibility to put away toys. They find their own drinking cups and eat their lunch using a knife and fork. Older children develop their organisational skills. They change out of their school clothes and put them away in their bags for home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding procedures and is clear about his role and responsibilities. He knows the signs and symptoms of abuse and understands the recording and reporting procedures if he thought a child was at risk of harm. He has undertaken appropriate safeguarding training and keeps this up to date. Recent training has included child protection, 'Prevent' duty and female genital mutilation. The childminder has paediatric first-aid training, which is up to date. The childminder undertakes daily risk assessments to ensure the provision, equipment and resources are safe, secure and clean. This all ensures children are kept safe.

What does the setting need to do to improve?

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

- extend teaching to provide children with further opportunities to develop their language skills and express their ideas.

Setting details

Unique reference number	EY449613
Local authority	Staffordshire
Inspection number	10235864
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 12
Total number of places	6
Number of children on roll	15
Date of previous inspection	16 March 2017

Information about this early years setting

The childminder registered in 2012 and lives in Burntwood, Staffordshire. He works alongside another registered childminder. The childminder operates his provision all year round, from 7.30am to 6pm, Monday to Friday, except for the bank holidays and family holidays. He receives funding to provide free early years education for three-year-old children.

Information about this inspection

Inspector

Sue Smith

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 childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Parents and carers shared their views of the setting with the inspector.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.

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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