

Childminder report

Inspection date: 13 December 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

The childminder and his co-childminder provide a rich, stimulating and exciting environment for children. All children have formed close relationships with the childminder and his co-childminder. This helps children to feel safe, confident, happy and motivated to learn. Children show good behaviours. The childminder and his co-childminder have high expectations for all children and regularly praise them. This contributes to the children's confidence and high levels of self-esteem.

The childminder provides a broad selection of books which are easily accessible to children. Some children select books to look at independently, others bring them to the childminder. They sit together and look at the pictures with interest. The childminder offers good support for children beginning to use their speaking skills. Children confidently point to animals in a book and say, 'Look.' The childminder describes the animals and invites the children to attempt to guess or repeat their names. This helps to extend children's vocabulary and promotes a love for reading.

All children make good progress in their learning. The childminder supports children to be ready for school. Children develop their social skills and self-confidence by socialising with other groups of children and adults, expanding their knowledge of how to build strong relationships.

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

- The childminder and his co-childminder plan a curriculum around the individual needs of the children. The curriculum focuses on children's interests and on what they know and enjoy. Children demonstrate a positive attitude to their learning and are confident to tell the childminder what they would like to do next.
- The childminder embeds mathematics into the curriculum and finds opportunities to add mathematics into each activity. He talks about the shape and size of the blocks when children are building towers. Younger children squeal with delight when they build their towers and then knock them down. Older children sustain attention as they enthusiastically find ways to make jigsaw pieces fit and balance different shapes on top of each other to create a tower.
- The childminder supports children's speaking and listening skills effectively as they learn about bees. He uses naturally occurring events to engage children in new experiences. For instance, when the bee-keeper removes the bees' nest from the garden, children learn words such as 'pollen' and 'honeycomb'. They learn how the bee-keeper calms the bees with smoke and where he will take them so that they can continue to make honey.
- Parents are happy with the care the childminder provides for their children. They are very happy with the regular feedback they receive and feel the childminder

and his co-childminder are supportive and welcoming. They are pleased with the progress that their children make.

- The childminder ensures that his and his co-childminder's professional development is kept up to date, including safeguarding and first aid. Feedback from parents is part of the cycle of self-reflective practice and helps them to continually improve and ensures good-quality provision for the children.
- Children enjoy daily opportunities for fresh air and physical exercise as they visit local parks or when in the childminder's garden. However, more effective risk assessment is needed to ensure that the area is free from unnecessary risks. For example, after very cold weather, plastic climbing apparatus can become very slippery. That said, the childminder and his co-childminder deploy themselves well and ensure all children remain supervised throughout the day.
- The childminder promotes healthy eating by encouraging children to try new foods, including various fruits and vegetables. Mealtimes are sociable times, as children talk and chatter together and with the childminder, who responds sensitively to their questions. However, occasionally, children are distracted by background noise, which impacts on their ability to hear clearly.
- The childminder has developed good links with the local schools and pre-schools that children in his care attend. This supports children's transitions and ensures consistency in children's care and learning.
- The childminder teaches children to be safe when out in the community. For example, he talks to them about road safety and the importance of wearing seat belts in the car.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and his co-childminder know how to keep children safe and promote their welfare. They understand the signs that may indicate that a child is at risk of abuse. The childminder and co-childminder are aware of the procedures to follow should they need to report any concerns about a child or adult. They are aware of safeguarding issues such as county lines and the 'Prevent' duty guidance. The childminder understands the importance of keeping his knowledge up to date and completes regular training. Both the childminder and his co-childminder hold valid paediatric first-aid certificates.

What does the setting need to do to improve?

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

- strengthen risk assessment procedures to ensure that minor risks to children are swiftly rectified, particularly with regards to the outdoor area
- consider the impact of background noise, such as the radio, on children's developing communication, listening and attention skills.

Setting details

Unique reference number	EY418838
Local authority	Staffordshire
Inspection number	10235480
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	9
Date of previous inspection	14 February 2017

Information about this early years setting

The childminder registered in 2011 and lives in Kidsgrove, Stoke-on-Trent. The childminder works with a co-childminder. He operates all year round, from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Beverley Devlin

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 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 curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the interactions between the childminder, his co-childminder and children.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting through written feedback.
- The childminder provided the inspector with a sample of key documentation on request.

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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