

Childminder report

Inspection date: 11 January 2023

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 thrive in the care of this very experienced and knowledgeable childminder. The childminder provides stimulating activities for the children to enjoy. Children are happy and welcome visitors into to the home and play. For example, when children engage in role play in the kitchen area, they ask visitors if they would like a cup of tea. They confidently explore their surroundings and direct their own learning. Children excitedly point out the registration board and confidently read names of other children who attend. The childminder skilfully supports children to learn through activities of their choice.

Children's behaviour is excellent. Older children are kind and sympathetic towards the younger children. The older children understand when the childminder explains how to share toys. Older children are happy, content and independently source out different toys, while they wait for others to have their turn. For example, when children want to play with a mark-making board, the childminder asks them to take turns. Children are happy to play with pasta and engage in role play while they wait for their turn.

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

- The childminder supports early language development well. She has identified that the COVID-19 pandemic has had a negative impact on children's communications skills. She has put in place different measures to help children make good progress. For example, when children ask for a 'nana' the childminder repeats 'banana' back to the child, so that they are aware of the correct pronunciation. When speech is not always clear, the childminder repeats sentences back to the children to clarify understanding, and again models correct pronunciation of words.
- The childminder can adapt her teaching when promoting speech and communication with babies. For example, she gives two choices of fruit and allows the babies to point or say which one they would like. To help support children with English as an additional language, the childminder is also learning words in their home languages.
- Children enjoy exciting trips out with the childminder. For example, they frequently visit the local nature reserve and engage in constructing dens and climbing trees. This supports children to develop their physical skills and strengthen muscles in their arms, and legs. Children also enjoy trips out to the local library, soft play and outings with other childminders. This helps children to develop social skills, while interacting with other children and adults.
- The childminder supports early mathematical development well. Children excitedly explain how they make gingerbread men. They explain what ingredients they need and can recall information from past experiences. While

children weigh out the ingredients, the childminder uses mathematical language, such as 'more' and 'less'. This helps children to develop their understanding of weight and measure. While children play with cars in a garage, the childminder introduces words, such as 'top' and 'bottom'. This helps children to develop an understanding of positional language.

- The childminder is keen to continue her professional development and is accessing courses to build on her knowledge even further. She accesses online and face-to-face training to keep up to date with the most current statutory requirements. This helps the childminder to plan a broad and stimulating curriculum. However, in some instances, the childminder does not identify fully children's prior learning to inform her planning and help her to build on what they know now and need to learn in the future.
- Parents are very satisfied with the childminder's service. Parents that attended the childminder's setting when they were a child, now bring their own children. They say the childminder 'goes above and beyond' and 'does an amazing job'.
- The childminder supports children with special educational needs and/or disabilities well. The childminder has a wealth of knowledge about how children learn and develop, and can easily identify when children are in need of help from external agencies. When children need additional support, the childminder responds swiftly to assure that the children do not fall behind in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to keep children safe from harm. She knows the different signs and symptoms of abuse. The childminder is also aware of the signs of radicalisation and female genital mutilation and knows how to report her concerns. She knows how to report any concerns regarding another adult's conduct with children in her care. The premises are safe and secure. The childminder stores hazardous substances away from the children. Regular risk assessments are undertaken to make sure both the indoor and outdoor environments are safe. The necessary suitability checks are completed on other adults who live in the childminder's home.

What does the setting need to do to improve?

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

- refine the use of the observations of children's achievements to enhance the planning for learning opportunities so that these continually build on what children already know and can do.

Setting details

Unique reference number	209785
Local authority	Staffordshire
Inspection number	10265128
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 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	25 May 2017

Information about this early years setting

The childminder registered in 1989 and lives in Tamworth, Staffordshire. She holds an NNEB qualification in childcare. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Salma Yates

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 setting.
- The childminder showed the inspector the premises and discussed how she ensures these are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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