

Childminder report

Inspection date: 12 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 are happy and content in the childminder's home. They form close relationships with the childminder, who is kind and nurturing towards them. This helps children to feel safe and secure in her care. Children confidently access resources of their choosing and settle in to play. All children enjoy being imaginative. For example, younger children role play filling babies' bottles with water in the play kitchen. Older children discuss colours and food and serve each other food that they pretend to eat.

Children behave well. They play cooperatively together and learn to take turns. Children listen and respond well to the childminder's gentle reminders to use good manners. She models respectful behaviours, which help children to learn how to be patient and kind to each other.

Children are keen to learn and be involved in activities that the childminder prepares for them. They listen carefully to the childminder's guidance and receive lots of praise for their efforts and achievements as they count their caterpillar's body parts to discover how many there are. Children gain the skills and knowledge they need in preparation for their next stages in learning and their eventual move on to pre-school or school.

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

- The childminder has high expectations for what children can achieve. She has a sound knowledge of child development and uses her curriculum, which is sequenced, to support children to make consistent learning progress in all areas of their development.
- The childminder knows each child well. She uses the information she gains from parents and her own observations to make plans for what she knows each child needs to learn next. She provides activities and experiences to ensure all children have the opportunities to learn and practise these new skills. She builds on discussions to extend the opportunities for children to gain as much knowledge as possible.
- All children, including the youngest, show excellent independence. The childminder ensures that children have abundant opportunities to practise and complete tasks for themselves. For example, they gather toys for their chosen games and tidy away efficiently when they have finished. All children learn to dress themselves independently and are beginning to master a variety of fastenings for buttoning and zipping their coats. Older children fold their own clothes when they have changed them.
- Speech and language are promoted well, especially for children who require additional support. The childminder routinely uses songs, rhymes and stories to

help build children's vocabulary and pronunciation. She models language well and encourages children to contribute to discussions. For example, during a circle time session, the childminder uses her skills to ask questions about children's morning activities. Children listen and take turns to share what they have done at pre-school. Younger children talk about feeding their baby dolls. This helps all children to develop confidence as they practise speaking within the group.

- Children have opportunities to develop their physical skills and exert their energy. They ride on a range of wheeled toys in the garden, take regular walks with the childminder and play on a range of large equipment in the park. This contributes to their physical health. However, the meal options provided for children do not always support them to make healthy choices and understand about healthy foods.
- Independence is promoted exceptionally well. Children learn to complete many tasks for themselves, including tidying resources away and dressing themselves. Older children learn to fold their own clothing and put on their own coats, which they are learning to fasten by themselves. The youngest children are also able to dress themselves.
- The childminder ensures that she keeps her knowledge and skills up to date through a range of training. She generally maintains her documentation appropriately. However, sometimes, some of the details are not completed as fully as others, to aid the smooth running of the setting.
- Parents speak highly of the childminder. They say that she is supportive, flexible and kind. Parents comment how happy their children are when they attend. Parents say they are kept informed about their child's care needs and the learning progress they make.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities to safeguard children. She is able to identify signs and symptoms that indicate that a child may be at risk of abuse. The childminder knows the local safeguarding partnership procedures to follow should she be concerned about the welfare of a child. She knows the reporting procedures she must follow in the event that an allegation is made. The childminder keeps her paediatric first-aid training and knowledge up to date. She holds a secure knowledge of the action she should take in the event of a medical emergency. The childminder routinely checks her home to ensure that it is safe for children to attend.

What does the setting need to do to improve?

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

- revise the meal options provided for children and help them to understand about healthy foods, to contribute to their physical health
- ensure that the required records are fully completed with all details, to aid the smooth running of the setting.

Setting details

Unique reference number	209825
Local authority	Staffordshire
Inspection number	10270444
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 11
Total number of places	6
Number of children on roll	13
Date of previous inspection	13 May 2019

Information about this early years setting

The childminder registered in 1993. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Suzanne Taylor

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 and inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching within an activity took place between the childminder and the inspector.
- The inspector spoke to parents at appropriate times and took account of their views of the setting, including the written views provided by parents.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector held leadership discussions with the childminder to find out how the setting is organised.
- The inspector reviewed relevant documentation, including evidence of the childminder's qualifications.

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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