

Childminder report

Inspection date: 6 March 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are happy, safe and well cared for in the childminder's welcoming home. They develop a strong sense of belonging because of the childminder and her assistant's caring support. Children build their confidence to leave the childminder's side to play and learn from the first-hand experiences on offer. They form close bonds with the childminder and her assistant. Children, including those who are shy and reluctant to communicate, learn that their uniqueness is valued by the childminder. Children develop the confidence to engage in play and conversations with unfamiliar visitors. They are beginning to make friendships and talk to each other about their families.

Children behave well. This is because the childminder has high expectations of how children should behave. Children respond positively to clear instructions, such as when it is time to stop playing and tidy up. They know that their coats and shoes need to be put away and not left on the floor. Children develop independence from a young age. They set out cups and plates at snack time and clear them away when they have finished eating. Children enjoy being imaginative and creative. They demonstrate care and understanding as they play with dolls, pretending to bathe their babies and persevering to work out how to put nappies on.

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

- The childminder is committed to providing a good quality provision. She undertakes further training and is completing a degree qualification to develop her knowledge and skills. The childminder provides ongoing support, training and supervision to enhance her assistant's practice. As a result, the overall quality of the provision has significantly improved.
- The childminder and her assistant know children very well. They have a good understanding about what each child knows and what they need to learn next. The childminder uses children's interests to inform her educational programme. For example, she encourages children to add the cars and dinosaurs they enjoying with to focused activities.
- The childminder plans activities and experiences to engage and motivate children to learn. The childminder and her assistant consistently adapt their teaching and interactions to meet each child's needs. As a result, children make good progress in their learning and development.
- There is a strong focus on helping children to develop good language and communication skills. The childminder and her assistant model new words and language well. Children begin to experiment with new words as they describe wet sponges as 'squishy'.
- The childminder encourages children to develop an early love of books and stories. Children access books freely and enjoy listening to stories being read to

them. However, the focus on children's early writing skills is not as strong because mark making and writing resources are not as readily available.

- The childminder works well with other agencies. She welcomes visits from health consultants and professionals involved in the care of children who have special educational needs and/or disabilities. As a result, these children make good progress from their starting points.
- Sound partnerships with parents are in place. The childminder uses a variety of ways to communicate with parents. For example, she speaks to parents daily and sends parents electronic messages and photographs. However, she recognises that children's learning and continuity of care could be enhanced further by expanding on the care and learning information she shares.
- The childminder promotes positive behaviour well. Children know and follow the simple rules, such as using kind hands and not running indoors. Children share resources and take turns well.
- Children are beginning to develop an understanding of how to lead healthy lifestyles. They benefit from plenty of fresh air and engage in a variety of physical activities. Children know to wash their hands after using the toilet or playing outside.
- The childminder helps children gain an understanding of the wider world and the local community. For example, she plans regular outings to local shops or parks and plans cooking and dressing-up activities based on different countries and cultures.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are aware of their responsibilities to safeguard children. They have completed relevant training on paediatric first aid and child protection. They demonstrate a good understanding about different types, signs and symptoms of abuse and know the procedures to report any concerns about a child's welfare. The childminder works well with outside agencies to positively support children's outcomes. Risk assessments are effective to ensure children's safety. The childminder keeps all required documentation, including records of any accidents and children's hours of attendance.

What does the setting need to do to improve?

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

- increase the focus on developing children's mark making and early writing skills
- provide more detailed feedback to parents about their child's day and any next steps in learning.

Setting details

Unique reference number	2531882
Local authority	Staffordshire
Inspection number	10261695
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 12
Total number of places	12
Number of children on roll	11
Date of previous inspection	4 October 2022

Information about this early years setting

The childminder registered in 2019. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

Information about this inspection

Inspector

Trisha Turney

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and her assistant and children.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector spoke to the childminder, her assistant, parents and children throughout the inspection.

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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