

# Childminder report

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Inspection date: 8 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 provides care for early years children in their Reception Year, as well as older children. After walking back from school, children confidently follow familiar routines, such as hanging up their coats, taking off their shoes and washing their hands ready for snack time. This repetition each day helps them to feel safe and secure and promotes their independence. Children clearly feel relaxed in the childminder's care, as they happily share details of their day while they carry out these tasks.

The childminder has high expectations of behaviour for all children. She provides clear explanations so that children fully understand the need to be kind to one another and respect each other's views and ideas. Children demonstrate through their actions and words that positive relationships are well developed with the childminder and other children in the setting. Children's behaviour is excellent, and they are developing strong social skills that will support them as they progress in life.

Children develop good negotiation skills as they discuss sharing resources and turn taking. For example, they decide who starts the game by choosing whether to go from left to right or vice versa. The childminder introduces new language, such as clockwise and anti-clockwise, to develop children's positional language. The areas of learning are creatively threaded into daily activities and independent play to ensure children continue to learn more.

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

- Children benefit from a balance of individual and group play that reflects their interests. The childminder happily joins in with their play when requested to do so. She asks open-ended questions to help extend children's thinking and develop problem-solving skills. For example, the childminder asks questions to help children understand why the blanket slips off the chairs when they are building a den and what resources could be used to make it secure.
- The childminder intends for children to be confident communicators, and she helps them to manage their feelings and emotions. For example, when they do not have the first turn or when they do not win a game, she helps them to explain how they feel and how other children feel. This helps children to develop an understanding of the effect of their actions on others.
- Early literacy skills are well supported, with children engaging in activities such as writing the fruit order at snack time. They learn to say and write the first letter name of familiar fruits and then read the food orders aloud. This helps to develop children's sense of purpose and builds their self-esteem.
- Children are confident to initiate conversations. They spontaneously talk about

when their birthdays occur after a child states, 'it's my birthday next week'. They share the month and season of their birthday and excitedly suggest a barbecue in the spring and a paddling pool party in the summer. This shows that they make links in their thinking and are confident to explore and share their imaginations.

- Partnership with parents is sound. There is a daily conversation about children's achievements and how parents can support children's learning at home. Parents' comments from a recent questionnaire praise the childminder's patience in supporting children with individual needs. Parents comment positively on how their child replicates road safety routines, embedded by the childminder, when they are out and about.
- The childminder liaises with other early years providers to obtain information about children's learning and also shares information about children's achievements while in her care. However, there is some scope to share even more information so that the childminder's provision wholly complements children's learning in school.
- The childminder maintains and implements appropriate policies and procedures required for the safe management of the early years foundation stage. This ensures that the needs of all children are met effectively.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a clear understanding of her role and responsibility to safeguard children and the policies and procedures to follow. She is confident about the action to take should she have any concerns about the welfare of children or if there is an allegation about her or other household members. She keeps her knowledge of safeguarding up to date by completing training courses that include safeguarding issues, such as radicalisation and breast ironing. Children learn how to keep themselves safe, as the childminder talks to them about keeping floor space clear and the appropriate use of resources.

## What does the setting need to do to improve?

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

- consider ways to extend the current good communication with school staff to boost the effectiveness of working together in order to build on the skills children are gaining in school.

## Setting details

<b>Unique reference number</b>	EY444822
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10276451
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	4 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	17 July 2017

## Information about this early years setting

The childminder registered in 2012 and lives in Lichfield, Staffordshire. She operates Monday to Wednesday, from 7.30am to 9am and 3pm to 5.30pm, and Thursday and Friday, 7.30am to 9am, during term time.

## Information about this inspection

### Inspector

Karen Millerchip

## 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 spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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