

# Childminder report

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Inspection date: 5 April 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	Inadequate
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time with the childminder. They are secure and settled in the environment. Children are confident and able to make their wishes known as they request various activities that they like to engage in. Their behaviour is good. Simple rules help them understand how to manage their feelings.

The childminder has good understanding of the skills children need to acquire to become successful. She thinks about what their next stage of learning is and uses their interests to hold their attention. Topics, such as the farm, enable children to learn and exercise in the outdoor environment. They go out each day to a variety of different places. For example, they visit local groups, parks and the library.

The childminder is kind and nurturing. She forms close relationships with the children, which supports their emotional well-being. Children use their imagination as they play with small-world toys. They move the figures about and talk as they play. They learn to follow routines as they tidy the floor and sweep up the paper cuttings. The childminder supports children's care needs and older children are becoming independent in their own personal care.

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

- Since the last inspection, the childminder has taken action to improve the quality of the children's care and education. She has taken advice from external agencies to develop a suitable curriculum that covers the areas of learning for all ages of children. This helps children to acquire the range of skills that they will need to make progress from their starting points. The childminder considers her own professional development and training for the future. That said, she does not yet fully evaluate her practice so that she can target precisely the training that will make the most impact on children's learning.
- Children learn about the days of the week, the weather and seasons. They talk about what it is like today and add pictures of clouds, rain and sun to the daily chart. They look at the numerals of the date to build on their knowledge of early mathematics.
- The childminder models language well and children are introduced to new words that they practise and repeat. Children look at real daffodils in a jar. They name the different colours, yellow and orange. They choose from the array of crayons to colour in their pictures. Children practise their skills with small equipment as they cut out shapes. The childminder skilfully introduces concepts such as 'big', 'small', 'bigger' and 'biggest'. Children compare and look at the different sizes of the triangles. However, at times, the childminder does not always provide opportunities for children to create their own pictures and interpret what they see.

- The childminder makes accurate assessments of each child's stage of development and what they need to learn next to be successful. She completes an assessment of children's development in the prime areas between the ages of two and three. This provides parents with information about their children's development. The childminder provides parents with daily feedback about their children and uses technology to send photographs of what they are learning.
- Children do not have access to an outside play area at the premises. However, the childminder ensures that children go out daily. They attend a number of local groups during the week, which provide children with social interaction and play. Children go to the local park, where they see and talk about the wildlife. They take equipment and practise their physical skills running, throwing and kicking the ball.
- Children begin to learn about keeping healthy, as they wash their hands and follow good hygiene practices. There are suitable arrangements in place for younger children who require nappy changing. Although parents provide children's meals, the childminder ensures that children have access to fresh drinking water throughout the day.
- Children begin to learn about some traditional festivals during the year, such as Easter and Christmas. However, they do not yet learn enough about the wider range of diverse communities in the world that are outside of their own experiences.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder takes action to minimise risks to children's safety. She completes a daily risk assessment of her premises to ensure that they are safe and secure for the children attending. She has a suitable understanding of her role to keep children safe. She knows the wide range of signs and symptoms that may indicate that a child may be more vulnerable to abuse. She is familiar with the local authority procedures to follow in the event of a concern about a child in her care.

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

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

- improve further the opportunities for children to interpret what they see and to make and share their own creations
- support children to deepen their knowledge, outside of their own experiences, about the lives of people in our diverse communities
- consider further how the evaluation of practice can precisely target children's learning so that they make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY103646
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10261241
<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>	0 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	7 October 2022

## Information about this early years setting

The childminder registered in 2002 and lives in Stafford. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She is eligible for funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Yvonne Johnson

### Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the interactions between the childminder and the children throughout the inspection and watched a planned creative activity during the afternoon.
- A sample of documentation that supports the childminder's safe and efficient management of the childcare was viewed by the inspector.
- The inspector viewed all areas of the premises and discussed with the childminder how she manages any risks at the premises.
- Children spoke to the inspector about what they were doing while they played.
- The inspector spoke to the childminder about how she organises the curriculum and decides what children of different ages are taught.

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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