

Childminder report

Inspection date: 26 April 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

The childminder offers a welcoming and homely environment. Children form trusting relationships with the childminder. Babies show joy and excitement when they arrive at the setting. They separate well from parents. They smile and put their arms out for a cuddle with the childminder. Older children arrive happily, eagerly hang their coats up and go straight to play. Relationships between children and the childminder are warm and reciprocal. As a result, children are happy and feel safe and secure in the childminder's care.

The childminder is a positive role model and has high expectations for children's behaviour. She gently reminds children of the rules and boundaries when they forget. She deals with any minor disagreements swiftly, in a calm and positive manner. For example, when children are playing games, they are reminded to take turns and follow the rules so that it is fair for everyone. In turn, children learn to resolve conflicts amicably and behave well.

Children benefit from spending much of their time outside. They climb over stiles and logs on country walks. They enjoy sitting on the 'bouncy branch' of a fallen tree. Children delight as they use play equipment, such as monkey bars, in the childminder's large, secure garden. Children learn to take and manage appropriate risks as they play. They are suitably challenged and make good progress in their physical development.

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

- The childminder uses her observations and knowledge of children to help her in supporting them to make good progress in their learning. She is clear about what she wants children to learn next and plans a wide range of activities to support their next steps. Overall, children make good progress in their learning. However, on occasion, the childminder does not always maximise every opportunity during activities to fully extend all children's learning to help them make even greater progress.
- The childminder spends time getting to know the children and their families from the outset. For instance, the settling-in process is tailored to their individual needs and preferences. However, there is scope for the childminder to further build on her transition process in order to find out even more information about children's previous experiences and interests when they first start at the setting.
- Children learn about growth and changes over time as a result of meaningful learning experiences. For example, they grow horse chestnut plants from conkers collected on a woodland walk and tomato plants from seeds. Children know that caterpillars change into butterflies. They recall prior learning as they talk about the process, using words such as 'chrysalis' and 'cocoon'. Children

benefit from a range of learning experiences that help to develop their knowledge and understanding of the world.

- The childminder is a very experienced practitioner who constantly strives to improve her provision. She is proactive in accessing regular training to develop her professional knowledge. For example, the childminder has recently completed an early years speech, communication and language course. She implements what she learns to improve the outcomes for children.
- Parents comment they are very happy to leave their children in the secure and inviting environment. They say that the childminder works with them to give children a good start in life. Parents receive regular updates about their children's progress. They comment that their children blossom in the childminder's care and that they become well-rounded individuals. Parents also report that children are always happy to go the childminder's home and chatter excitedly about their day on the way home.
- Children enjoy meals provided from home. The childminder works closely with parents to promote healthy eating. Children begin to learn about making healthy choices. For example, they know that porridge is a good choice for a healthy breakfast and that cakes and sweets can be enjoyed as treats.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has the utmost regard for children's safety and welfare. She has attended safeguarding training and keeps her knowledge up to date. She subsequently has a good understanding of child protection and how to keep children safe. The childminder is aware of who to contact if she is concerned about a child's welfare. The premises are safe and secure. The childminder carries out regular checks of the environment to minimise and reduce any potential risks for children. Children learn how to keep themselves safe. For example, they discuss the need to stay away from the edge of the pond when they visit the ducks.

What does the setting need to do to improve?

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

- further enhance systems for gathering information about children's starting points to enable all children to make the best possible progress from the outset
- continue to adapt teaching during group activities to further build on individual children's interests and fully extend their learning and development.

Setting details

Unique reference number	223809
Local authority	Staffordshire
Inspection number	10279933
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 4
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 September 2017

Information about this early years setting

The childminder registered in 1992 and lives in Bridgnorth, Shropshire. She holds a relevant level 3 childcare qualification and operates all year round, from 7.45am to 5.45pm, Monday to Friday.

Information about this inspection

Inspector

Sarah Dukes

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 the inspector had a learning walk together to discuss the childminder's intention for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector interacted with the children throughout the course of the inspection.
- The inspector took account of parents' views about the setting.

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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