

Childminder report

Inspection date: 25 May 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 feel secure in the childminder's home. Children giggle with the childminder as they play together happily. They initiate games, such as peekaboo, while the childminder changes their nappy. They explore the environment with confidence and independently choose activities to play with. Children have strong bonds with the childminder and look to her for reassurance and support. Children get lots of encouragement from the childminder.

Children understand the routines well. For instance, they take off their coats and shoes, wash their hands and sit at the table ready for lunchtime. The childminder has high expectations of all children. Children develop good levels of concentration and positive attitudes to learning. The childminder recognises when to stand back so that children can make their own decisions and find solutions to problems. Children are kind and caring towards one another. They take turns and work in partnership to agree what they would like to do. This builds on their communication and negotiation skills. Children's behaviour is good. Children demonstrate high levels of confidence. They welcome visitors into the childminder's home and talk about their favourite foods and activities.

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

- The childminder uses her secure knowledge of child development and how young children learn to develop an ambitious curriculum, based on the children's needs and interests. She knows how to sequence the knowledge and skills that babies and young children need to gain to achieve their developmental milestones. As a result, children gain a secure foundation for their future learning.
- The childminder supports children's communication and language development well. For example, she uses books and songs skilfully to support children's understanding of language. Children join in with action songs enthusiastically, such as 'Row, row, row your boat'.
- Partnership with parents is strong. Parents comment positively about how much their children enjoy their time with the childminder. Parents feel well informed about their children's day and their learning, so they can provide continuity in their child's learning at home.
- Children comment on how much they like being at the childminder's home. They say that they love playing with their friends. The childminder has a good awareness of children's emotional needs and makes sure that they feel safe to share their feelings. This helps children to feel secure and builds on their confidence.
- Children enjoy the opportunity to talk to adults and their friends. They can take turns and listen to each other. For example, they ask one another what they

have in their lunch boxes and hold a conversation between themselves. This further enhances their communication.

- Children delight in sharing their ideas with their friends. They show great interest and concentration during activities. For example, children enjoy completing jigsaw puzzles and showing younger children how the pieces fit together. The childminder gives children lots of positive praise for their efforts.
- Children learn about the community that they live in and the importance of valuing others. The childminder regularly takes them to local playgroups and over 60's coffee mornings and teaches them to respect others. This helps them to engage with other people in the community and extend their learning opportunities. The childminder carefully plans her outings with the children in mind, ensuring that they will benefit from activities such as these.
- The childminder is beginning to increase children's awareness of diversity within her local community and beyond. However, she has not yet fully explored how she can expand this to help children to understand more about similarities and differences and gain an even greater understanding of the wider world.
- The childminder supports children to make healthy choices and follow a healthy lifestyle. They have regular opportunities for physical exercise. As well as playing outside in the garden, they regularly walk, play in the woods and visit local parks. Children know how to use toys that push along and they use these to move around with control. Children practise their smaller-muscle movements, and they concentrate as they use blocks to build towers.
- The childminder is committed about providing high-quality care for children. The childminder reflects on her setting and attends training to support her professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a strong awareness and understanding of children's safety. She knows what to do in the event of a concern or where a child is at risk of abuse. The childminder has procedures in place to report and follow her concerns. She knows how to report a concern about a child to her local safeguarding partnership. She can explain what actions she would take in a range of scenarios. The childminder has knowledge of the 'Prevent' duty. She undertakes regular, up-to-date training. The childminder ensures that she risk assesses her home regularly to minimise any hazards and maintain children's safety. She ensures that children are supervised well.

What does the setting need to do to improve?

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

- continue to explore and further expand ways to develop children's understanding

of diversity and the wider world.

Setting details

Unique reference number	EY346122
Local authority	Staffordshire
Inspection number	10264185
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 June 2017

Information about this early years setting

The childminder registered in 2007 and lives in Newcastle Under Lyme, Staffordshire. She offers care all year round from 7.30am to 5.30pm, Monday to Friday. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Alexandra Beardmore

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 that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- 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.
- Parents shared their views of the setting with the inspector.
- 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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