

Childminder report

Inspection date: 7 June 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 enjoy their time in the childminder's welcoming home. They have strong bonds with the childminder, who is warm, kind and caring. Children develop good social skills. For example, they share their views and take turns to speak and listen during discussions. Children confidently speak to visitors and involve them in their play. Children learn to do things for themselves. For example, they learn to put on their own coat and shoes when they go outdoors. Children develop respect for their environment. For instance, they readily tidy the toys away after play. The childminder provides children with plenty of opportunities for exercise and fresh air.

Children develop a love of books. They enjoy listening to the childminder as she tells a story and looking at books independently. Children develop a can-do attitude to learning. For example, when a child places the correct piece in a puzzle, they excitedly exclaim 'did it!' Children develop good listening and concentration skills. They are keen learners who make good progress from their starting points. Children demonstrate positive attitudes towards their learning and start to develop the skills and attitudes they need in readiness for their future move on to school.

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

- Before children start to attend the setting, the childminder obtains a range of information from parents about children's routines, interests and achievements. She uses this information in her initial plans for children's learning. The childminder has devised a curriculum which covers the areas of learning and takes account of children's interests and what they need to learn next.
- The childminder encourages children to recall prior learning, which helps her to assess what children have remembered and learned. Overall, she plans activities to build on what children know and can do. However, during group activities which include children of mixed ages and abilities, the childminder does not always adapt her teaching to extend learning for the older children.
- The childminder is keen to maintain her professional development. She undertakes regular online research and training to help to further develop her knowledge and practice. This helps her to continually improve her practice and the learning opportunities she provides.
- The childminder has high expectations for children's behaviour. She is a good role model and demonstrates sharing, taking turns and being kind. Consequently, children are learning right from wrong.
- Children clearly enjoy the childminder's interactions with them. The enthusiastic childminder engages children well through her warm and lively interactions. She provides children with lots of praise and encouragement. This helps children to develop high levels of self-esteem and supports their emotional well-being.
- The childminder promotes children's language skills effectively. She asks

questions as children play and gives them plenty of time to listen and formulate their response. The childminder introduces new words, such as 'volcano' and 'mountain'. She helps younger children to form sentences. Children enjoy singing and joining in the action songs.

- Children use their imagination well as they engage in role play for sustained lengths of time. They draw on their own experiences as they make pretend meals for everyone. The childminder uses these opportunities to promote healthy eating as she asks children to choose 'healthy food' for her meal.
- The childminder helps children to develop an awareness of their local community. For example, she takes children to the nearby library, park and shops. However, the opportunities for children to learn about mathematics are not promoted as fully as other areas of the curriculum.
- The childminder helps children to learn about the similarities and differences between themselves and others. For instance, the childminder plans activities and provides resources to teach children about cultures and traditions.
- Parents speak very highly of the childminder and the service she provides. They comment on how happy and safe their children are in the childminder's care. Parents talk about the good progress their children make during their time with the childminder. They appreciate the ideas she provides to support them to continue their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs that may indicate a child is at risk of abuse. She places a high priority on children's safety. The childminder supervises children effectively at all times. She takes steps to prevent the spread of infection. For example, children know to wash their hands after using the toilet. The childminder provides individual towels for each child to use. She carries out daily checks of her premises to help her to identify and remove any hazards. The childminder keeps the premises secure. Children learn to keep themselves safe. When on walks with the childminder, children learn about road safety.

What does the setting need to do to improve?

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

- strengthen teaching skills to adapt activities which include children of mixed ages to further enhance and fully extend children's learning, particularly for the older children
- enhance the teaching of mathematics to consistently build further on what children already know.

Setting details

Unique reference number	EY333446
Local authority	Staffordshire
Inspection number	10264807
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	27 June 2017

Information about this early years setting

The childminder registered in 2006 and lives in Burntwood, Staffordshire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder spoke to the inspector as part of the learning walk. They carried out a joint evaluation of an activity and discussed the childminder's intentions for children's learning.
- The inspector observed the quality of the childminder's teaching and assessed the impact on children's learning.
- The inspector spoke with children and 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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