

# Childminder report

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Inspection date: 9 June 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	Requires improvement
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## What is it like to attend this early years setting?

### The provision is good

Children have strong emotional bonds with the childminder and her daughter, who works as her assistant. The childminder takes time to get to know each child and their family. This helps to develop early attachments, building children's confidence and well-being effectively. Children are happy and safe at the childminder's provision. The childminder works with her assistant to deliver a curriculum focused on each child's development needs. Children happily explore the resources and activities, choosing what interests them. They engage well in their play and show positive attitudes towards their learning.

Children show good levels of curiosity. The childminder encourages this by providing opportunities to further enhance children's learning. For example, children are keen to explore the properties of flour and water as they make their own play dough. The childminder and her assistant offer children lots of praise as they develop their physical skills, mixing and kneading their dough. Children develop a love of nature. The childminder places importance on giving children lots of opportunities to explore the natural world. They grow flowers and vegetables. They enjoy learning about the newts and insects that visit her garden.

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

- Children make good progress in all areas of learning and benefit from a range of learning experiences that are based on a broad curriculum. The childminder makes accurate assessments of children's development and focuses her curriculum well to ensure that their individual needs are met. The childminder and her assistant use their observations to identify children's next steps in learning. When children need extra help, the childminder provides effective activities and support to meet their needs.
- The childminder supports children's communication and language development through stories, songs and rhymes. The childminder and her assistant use repetition to reinforce new language. Children enjoy conversations with the childminder. However, the childminder and her assistant often use closed-questioning techniques, and this limits the responses children give. As a result, opportunities to develop children's thinking and communication skills even further are sometimes missed.
- Children develop a love of books and stories. They have access to a variety of age-appropriate books in the reading area. Children enjoy listening to stories with the childminder throughout the day. Children are encouraged to sing, dance and join in with familiar rhymes. Young children eagerly recall actions and some words to their favourite songs.
- Children behave well. The childminder acts as a strong role model and teaches children about respect from an early age. The childminder and her assistant

work hard to help children begin to regulate their own behaviour. They talk about the importance of sharing and turn taking, and they reinforce this during small-group activities.

- The childminder and her assistant focus on promoting children's healthy lifestyles. They teach children good hygiene practices and provide nutritious meals and snacks for children to enjoy. They teach children how to take care of their teeth. Children have plenty of opportunities for physical play. They have access to the large and secure garden, and they enjoy regular trips to local parks.
- Parents are positive about the care and opportunities that the childminder and her assistant provide for their children. The childminder ensures that she provides regular opportunities to exchange information with parents. She provides parents with updates on the children's development and the activities children have enjoyed while in her care. However, the childminder is not always aware of children's current achievements or next steps at other settings children may attend to ensure that planning for future progress is consistent.
- The childminder is committed to ongoing professional development, and she has completed relevant online courses. She has good links with other local childminders and early years professionals, whom she meets with regularly to share good practice. The childminder works well with her assistant. They communicate about all aspects, reflecting on their practice and making changes to benefit the children. The childminder continues to invest in her own professional development and supports her assistant to continue to develop in her role.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant can identify the signs and symptoms of abuse. They have a secure knowledge of how to keep children safe from harm or abuse. They know what to do if they have a concern about a child. The childminder ensures that she receives regular safeguarding updates from her local safeguarding board. The childminder understands the procedure to follow should an allegation be made against herself or anyone within the household. Regular risk assessments and daily checks take place to make sure that children play in a safe environment.

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

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

- develop questioning strategies and interactions with children to further extend children's vocabulary and thinking skills
- enhance partnerships with other early years providers to share professional knowledge about children's learning and to consistently support future planning.

## Setting details

<b>Unique reference number</b>	2538691
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10252142
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	3 August 2022

## Information about this early years setting

The childminder registered in 2019 and lives in Tamworth. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

## Information about this inspection

### Inspector

Jacqueline Coomer

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint evaluation of a teaching activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and her assistant, and she spoke to children at appropriate times during the inspection.
- The inspector read written feedback from parents and took account of their views.
- The inspector looked at a sample of relevant documentation. This included evidence of suitability and training.

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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