

Childminder report

Inspection date: 15 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 are confident and happy with the nurturing childminder, who ensures that they feel safe and secure. They enjoy their time with her and are confident learners. Children go to the childminder for cuddles and reassurance and receive warm interactions from her. Children form strong relationships with the childminder and their friends. They have fun as they play together with the range of activities that are on offer. The childminder has high expectations for behaviour. In turn, children's behaviour is very good. Children follow instructions, take turns and use good manners. They regularly help each other during their play. Children are encouraged to be independent. They make their own choices in their play and independently tidy away toys.

Children develop their speaking skills very well. They are encouraged to talk about what they want to do and are regularly asked questions. Children listen to a range of stories and songs, which further supports their communication skills. The childminder recognises children's emotional needs and children learn how to manage their emotions well. The childminder makes good use of the local environment. Children enjoy a range of opportunities, such as regular visits to the park, farm and library.

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

- The childminder knows children extremely well and is highly attuned to their individual interests and needs. She plans activities to promote children's awe and wonder and captures their curiosity well. The childminder works closely with parents to find out what children know and can do. She uses this knowledge to plan for children's next steps in learning. This means that all children make good progress from their starting points.
- The childminder has a clear understanding of what she wants children to learn and why. She has a good understanding of how children learn and ensures that her curriculum is ambitious and well sequenced. This means that children cumulatively build on their skills over time.
- Children are provided with a range of opportunities to develop their physical skills. For example, they go on regular visits to the park and soft-play centre. The childminder provides children with opportunities such as drawing, colouring and using malleable materials to encourage them to develop their small-muscle skills.
- Children develop a love of reading. They independently select and look at books. They point to animals in books and make the corresponding animal sounds. The childminder regularly reads to children and talks to them about what they have seen and read in books.
- Children develop their imaginations well. For example, they role play looking

after babies. They wrap them up in blankets and pretend to feed them with bottles. Children enjoy building monster models. They talk to the childminder about what the monster could do to make them happy. This helps to build on children's emotional literacy.

- The childminder promotes mathematics well. For example, she uses songs to support children to learn to count. Children enjoy learning about shapes and colours in the environment.
- The childminder is aware of how to promote British values in the setting and encourages children to respect each other. Children enjoy learning about some cultural festivals. However, there is scope to enhance the curriculum even further to provide children with even more opportunities to understand diversity and explore similarities and differences between themselves and others.
- Parents speak extremely highly of the childminder. They say she is caring and supportive and that they trust her with their children's well-being. Parents comment that their children learn and develop well in the childminder's care.
- The childminder is reflective and places a high priority on her own professional development. She has completed a wealth of training to enhance her knowledge and practice. Despite this, she recognises that her programme for professional development could be strengthened to support her in identifying and supporting children with special educational needs and/or disabilities even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding requirements and accesses regular safeguarding training. She knows the signs and symptoms that may indicate a child is at risk of abuse. The childminder knows the procedure to follow should she have any concerns about a child's welfare. She knows what to do should an allegation be made against her or a household member. The childminder carries out regular checks of the premises to ensure that they are safe and secure for children. The childminder ensures the ongoing suitability of household members by making sure that the necessary checks are carried out.

What does the setting need to do to improve?

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

- develop children's understanding of diversity even further by maximising opportunities for them to explore similarities and differences between themselves and others
- strengthen knowledge and understanding of supporting children with special educational needs and/or disabilities even further through a more targeted programme for professional development.

Setting details

Unique reference number	EY305198
Local authority	Staffordshire
Inspection number	10285723
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	8
Date of previous inspection	16 October 2017

Information about this early years setting

The childminder registered in 2005 and lives in Tamworth, Staffordshire. 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 4.

Information about this inspection

Inspector

Laura Reason

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 setting.
- The inspector spoke to the childminder about her intentions for children's learning.
- The inspector observed interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the childminder with the inspector.
- The inspector communicated with children at appropriate times during the inspection.

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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