

# Childminder report

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Inspection date: 19 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy their time with the friendly and caring childminder. They form positive attachments to her. As such, children feel safe and secure. Children receive cuddles and gentle words of reassurance if they become tired or upset. The childminder knows the children well and is attentive to their individual needs. Children are supported to develop some independence. They take off their own shoes and enjoy the responsibility of completing small tasks themselves, such as tidying away the toys after they have finished playing. The childminder helps children to understand what behaviour is expected of them. As a result, children behave well and learn to share and take turns. They receive lots of praise and encouragement from the childminder, which helps to promote their self-esteem, and they take pride in their achievements.

Children benefit from opportunities that help them to learn about their community and the world around them. They take part in frequent outings, such as attending local toddler groups, where they meet new children and build their social skills. Children practise their physical skills at the local playground and have fun looking for squirrels.

Children are beginning to develop an awareness and understanding of diversity in Britain. The childminder helps children to learn about some festivals and other cultures through resources and activities, such as food tasting. Children are encouraged to celebrate their own heritage and their home languages, enhancing their sense of belonging.

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

- The childminder is experienced and has a good understanding of how children learn. She plans an educational programme that is based on children's interests and their next steps. All children make good progress from their starting points with the childminder's support and good teaching.
- The childminder completes mandatory training, such as paediatric first aid and safeguarding. She attends a childminder network group to share resources, new ideas and best practice.
- The childminder has a good working relationship with parents. She gathers relevant information before children attend about what they know and can do. She uses this information to inform planning and assessment so that children are appropriately challenged. The childminder keeps parents informed on the progress their children make and what they need to learn next.
- Babies are supported well in their early walking skills. The childminder encourages babies to pull themselves up to standing and holds out her hands to offer support. The childminder celebrates children's achievements, such as when

babies begin to take their first steps.

- Children are confident in their surroundings and happily play alongside each other. They have fun as they eagerly explore small building blocks. They have a go at putting them together to make small constructions, developing their hand-to-eye coordination. Children say the names of colours as they point to the different blocks. The childminder extends children's learning, as she introduces numbers and counting into their play.
- Children have opportunities to practise their mark making in preparation for early writing. They enthusiastically use crayons and coloured pens with increasing control to colour in pictures.
- The childminder has a good range of age-appropriate toys and resources that cover all areas of learning. However, these are not always visible and easily accessible. Therefore, children are less able to make choices in their play and follow their interests freely.
- The childminder models good language during her interactions with children. She joins in with children's play and provides a narrative to encourage their understanding and link words to actions. However, the childminder does not use storytelling, songs or rhymes effectively as part of the daily routine, to further enhance children's love of books and support them to acquire more language and speaking skills.
- The childminder understands the importance of getting children ready for school by ensuring they gain the necessary skills. Children also have opportunities to accompany her to take older children to school, which helps them to become familiar with the school environment in preparation for the next stage of their education.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She reminds older children about keeping themselves safe when using the internet at home. She is alert to the signs and symptoms that may indicate a child is at risk of harm and where to report any concerns she may have regarding the welfare of a child. The childminder is aware of the procedures to follow in the event of an allegation being made against herself or household members.

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

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

- organise the learning environment to help children access resources more easily, to enable children to make independent choices in their play and follow their interests
- provide more opportunities for children to further develop their speech and

language through stories, songs and rhymes.

## Setting details

<b>Unique reference number</b>	EY484295
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10264860
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	28 June 2017

## Information about this early years setting

The childminder registered in 2015 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 early years qualification at level 3. The childminder provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Angela Hulme

### 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 took that into account in their evaluation of the childminder.
- The inspector completed a learning walk with the childminder, and they discussed how she implements her educational programme.
- The quality of teaching and the impact on children's learning were observed.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The childminder shared a sample of documents with the inspector. This included evidence of training and the suitability of those living on the premises.

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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