

Childminder report

Inspection date: 27 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 develop warm, trusting relationships with the caring and attentive childminder. They show they feel happy and safe in her welcoming home and display a good sense of belonging. Children make choices on what they would like to do as they explore the selection of interesting toys and resources. They become immersed in their play and enjoy the childminder's positive interactions. Children receive gentle reminders to use their words rather than sounds to express their needs and wishes. The childminder asks good questions, narrates their play and introduces new vocabulary, which helps children to develop their communication and language skills.

Children have ample opportunities to play and exercise in the fresh air. They practise their physical skills in the childminder's garden and at the local playground. Children benefit from frequent outings in the community, which helps to broaden their understanding of the world around them. They mix with other children and gain social skills when attending playgroups and soft play. Children learn about the natural world as they visit the park. They look for squirrels, search for insects and make bark rubbings as they explore the patterns on tree-trunks. The childminder helps children to develop an awareness and respect for the differences between themselves and others. They learn about different cultural festivals during the year through craft activities and food tasting.

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

- The childminder has clear intentions for what she would like children to learn while in her care. She plans a good balance of adult-led activities and child-initiated play. The childminder knows the children well and carries out regular observations to monitor their development and identify their next steps in learning. As a result, children make good progress from their starting points.
- Partnerships with parents are good. The childminder finds out key information from parents before their children attend, such as what they already know and can do. This helps the childminder to plan for their learning from the outset. Written feedback from parents is complimentary. They report that their children love being with the childminder and that they value the information and support they receive.
- The childminder regularly reflects on her practice and the experiences of children, which helps her to identify strengths and areas for improvement. She is part of a childminder network group and regularly meets up with other childminders to share ideas on good practice.
- The childminder helps children to be ready for school by supporting them to learn the necessary skills. She has established links with teaching staff at the local primary school. She shares relevant information before children are due to

attend to ensure continuity of care and learning.

- The childminder is an excellent role model to the children. When children have minor disagreements, she is calm and patient when explaining what behaviours are expected of them. To further support behaviour management, the childminder is helping children to learn the language of emotions. However, this is not yet embedded in her everyday practice, such as when children occasionally struggle to manage their feelings and understand the impact their behaviours can have on others.
- The childminder captures children's curiosity as they learn to make play dough. She helps children to measure out the ingredients and encourages them to describe how the mixture feels. Children giggle as they put their fingers into the mixture and say it feels 'sticky'. They develop the small muscles in their hands as they roll and squeeze the dough using their palms and fingers. The childminder weaves some mathematics into their play, such as counting out the scoops of flour and introducing the names of different shapes. However, she misses opportunities to help children understand the concepts of capacity and size.
- Children are supported in their independence. They enjoy the responsibility of carrying out small tasks, such as tidying away the toys after they have finished playing with them. They receive lots of praise and encouragement, which helps to boost children's self-esteem and allows children to develop a positive attitude to learning. Children show an understanding of daily routines. For example, they know they must wash their hands after using the toilet and before eating.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of her responsibilities to keep children safe from harm. She is alert to the signs and symptoms that may indicate a child is at risk of abuse and neglect. She knows the procedures to follow if she has any concerns about the welfare of a child. The childminder helps children learn how to keep themselves safe. For example, she talks to the children about road safety when on outings. The childminder carries out daily checks of her home, both indoors and outdoors, to ensure that children play in a safe and secure environment.

What does the setting need to do to improve?

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

- enhance the teaching of mathematics to support children to develop a wider understanding of mathematical concepts, paying particular attention to size and capacity
- continue to support children to develop an understanding of different emotions to help them regulate and articulate how they are feeling.

Setting details

Unique reference number	EY464997
Local authority	Staffordshire
Inspection number	10289590
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 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	29 November 2017

Information about this early years setting

The childminder registered in 2013 and is located in Tamworth. She operates her provision all year round, except for family holidays and bank holidays. Sessions are from 7.30am until 6pm, Monday to Friday. 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 has taken that into account in their evaluation of the childminder.
- The inspector completed a learning walk with the childminder and 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 inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- 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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