

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 learn to be effective communicators with this childminder. Different text is displayed around the environment, and there are a variety of books that children are keen to look through. The childminder talks to children throughout daily routines and describes the activities they are engaged with. She labels the colours of sorting bears and helps children distinguish between the orange bears and the red bears when they struggle to match them. Children pay attention to the childminder's teaching and next time manage to correctly match the red bears together and the orange bears together independently.

The childminder shares familiar stories with children. This gives them opportunities to recall story sequencing and practise words they have learned. Children take an interest in the props provided to accompany stories. They look for the fruit mentioned in the book and count how much food is being eaten by the 'hungry caterpillar'. This develops their knowledge of number order and concepts such as more and less. The childminder successfully identifies ways to enhance children's learning experiences while they play. For example, as children choose the food for the 'hungry caterpillar', she incorporates tweezers for children to pick up the fruit. Children learn to develop their hand strength and coordination, which helps to prepare them for future writing tasks.

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

- The childminder has a well-designed curriculum that focuses on the things she wants children to learn. She prioritises children's communication and language development, alongside their personal, social and emotional development. Children settle quickly with the childminder and build secure relationships. As a result, children are confident to explore the environment and to take part in the activities on offer.
- The childminder plans activities based on what she knows children enjoy doing. She incorporates the things she wants children to learn next effectively as she joins in their play. For example, as children look through 'The Very Hungry Caterpillar' book, they develop their knowledge of number as they count the fruit together. There are times, however, that as challenges arise, the childminder quickly provides solutions before children have had the opportunity to find their own resolutions. This means that children do not always have full opportunity to develop their own critical thinking skills.
- The childminder reviews children's progress regularly. She observes what children can do and accurately identifies what they need to learn next. She creates appropriate learning targets for children and shares these with parents. She completes the progress check at age two years old and considers how she can do this to coincide with children's development review with their health

visitor. This ensures that any gaps in children's development can be identified and acted on promptly.

- Parents are happy with the care their children receive. They comment on the 'good relationships' the childminder has formed with their children. They have noticed the progress their children have made since attending and comment specifically on children's improved communication skills and knowledge of colours and number. They describe their children as happy and safe.
- Children gain a range of experiences with the childminder. They attend groups in the local community, which provide them with opportunities to develop their social skills and confidence in unfamiliar environments. The childminder attends an outdoor group where children enjoy learning about nature. They learn about the life of minibeasts and explore their natural habitats.
- Children behave well with the childminder. They are respectful and respond well to the childminder's expectations. The childminder models using good manners, which children then repeat when they ask for something. They follow well-established rules such as tidying up toys they have finished playing with.
- The childminder reflects on the quality of the care that she provides. She seeks out and completes training that addresses gaps in her knowledge. She implements this into her practice, which ensures that she maintains high-quality learning experiences for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder talks confidently about her role in keeping children safe from harm. She can identify signs that may indicate a child is at risk of harm and is clear about the procedures she would follow to report any concerns to relevant agencies. She assesses risks in the environment children use and ensures that it is safe and secure. She understands the importance of teaching children to keep themselves safe, particularly, in relation to their exposure of online gaming platforms. She talks to children and parents about the risks involved with online activity and supports them to implement safety measures at home.

What does the setting need to do to improve?

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

- enhance opportunities for children to develop their critical thinking skills.

Setting details

Unique reference number	EY488976
Local authority	Staffordshire
Inspection number	10275926
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 9
Total number of places	6
Number of children on roll	14
Date of previous inspection	8 August 2017

Information about this early years setting

The childminder registered in 2015 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.

Information about this inspection

Inspector

Christine Ward

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 childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector viewed written feedback provided by parents and took account of their views.
- The inspector observed the interactions between the childminder and the children.
- 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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