

Childminder report

Inspection date: 29 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

The childminder is welcoming, and children are eager to arrive. They follow the house rules and take their shoes off and hang their coats up on their pegs. This supports children to start to become more independent. Children demonstrate they feel happy, safe and secure by seeking out reassurance from the childminder. She is kind, caring and attentive to their needs. Cuddles are given if children want them. Children smile as their favourite book is offered. They sit and look through the book, making sounds of enjoyment. Children can independently access a wide range of resources. They know they can ask for resources if they want to complete an activity and can't see it available for them.

Children enjoy building train tracks and pushing toy cars or trains along the track. The childminder provides a ramp for objects to be rolled or pushed down. Children experiment with different-sized cars or trains. The childminder talks to them about whether it is moving fast or slow. Children are acquiring the skills, ready for their next stage of development. They practise their small-muscle skills cutting out shapes from different materials and sticking these onto paper to make collages. Children demonstrate resilience as they persevere when it becomes hard. The childminder supports children and encourages them to try different-sized scissors.

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

- The childminder is a qualified teacher and understands how children learn. She uses effective assessments to track children's progress. If gaps in learning are identified, she acts swiftly to put into place targeted support. This helps children make good progress in their learning.
- The curriculum focuses appropriately on communication and language skills to support children who are behind in their language development. The childminder undertakes professional training to support children with speech and language delays. Meetings are held with parents and local agencies. Swift referrals are made, which ensures children's needs are effectively met.
- The childminder supports children who have special educational needs and/or disabilities (SEND). She knows the children very well and understands their likes and dislikes. The childminder introduces laminated cards with pictures to teach non-verbal children how to effectively communicate their needs. This is successful and the childminder shares her strategies with parents to support their children's learning at home. This ensures these children make the best possible progress.
- Children learn about the world around them. They take regular trips on nature walks, to the park and to toddler groups. This helps children to learn to socialise with others.
- Activities are provided in line with children's interests. Children engage for long

periods of time at their chosen activity. They enjoy mark making. Children use a pen to follow and trace letters. Some children can write their own names. The childminder supports children to name the letter and say its sound. Children enjoy naming other objects which begin with the same letter. While the curriculum supports children to learn these skills, for those children who are more able, it is not as ambitious as it could be. These children could be provided with more challenging activities to help them make outstanding progress.

- Overall, children behave well. However, at times children can squabble and fall out. The childminder implements strategies to deal with unwanted behaviour. However, this is not always successful. Some children find it difficult to regulate their behaviour and take turns or share with others. The childminder shares behaviour incidents with parents to help them support children at home.
- Parents are complimentary about the childminder. They say their children are happy to attend, and they value the support they receive. The childminder shares information with them and provides written termly assessments. This enables parents to see the progress their children make.
- Children learn how to keep themselves healthy. They benefit from healthy snacks and meals prepared by the childminder. The childminder introduces oral hygiene as part of her curriculum. Children practise brushing pretend teeth to try and clean the marks off. They are taught that they must keep their own teeth clean. Children who are new to toilet training are given lots of praise by the childminder. This helps to build their confidence and self-esteem. Children know to wash their hands, and talk about getting them wet and making bubbles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to keep her knowledge up to date. She is aware of the reporting procedures to follow if she has concerns about children in her care. The children also say that the childminder protects them and keeps them safe. The childminder carries out risk assessment appropriately, and takes action to reduce or minimise any risks for children. This ensures that the premises are safe and secure. The childminder holds an appropriate first-aid qualification and can respond in case there is a medical emergency. Regular fire drills are undertaken and recorded. This means children know what to do in the event of a fire.

What does the setting need to do to improve?

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

- embed further the strategies used for managing behaviour to help children learn to self-regulate and manage their feelings
- consider ways to enhance the already good curriculum to make it more ambitious for those children who are more able.

Setting details

Unique reference number	EY493382
Local authority	Staffordshire
Inspection number	10299601
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	2 to 4
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 October 2017

Information about this early years setting

The childminder registered in 2015 and lives in Bignall End, Stoke-on-Trent. She operates all year round from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder is a qualified teacher.

Information about this inspection

Inspector

Johanna Holt

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the childminder.
- The childminder spoke to the inspector about children's learning and development with a particular focus on communication and language.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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