

Childminder report

Inspection date: 12 September 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 settle easily in this welcoming environment. They enjoy a wide range of activities and involve the childminder in their play. Relationships between the childminder and the children are good, and affection is readily given and received. Resources being stored at low-level enables children to make their own choices and select toys independently, following their own interests. Photos of children involved in activities and outings encourage them to recall special experiences and the good fun that they have had.

The childminder plans a full and varied curriculum, taking account of children abilities and interests. Activities capture children's interest, and they immerse themselves in their play. Children relish looking at books alone or with the childminder. They confidently join in, for example, identifying the dragons in the story and pretending to help them to 'pop' the balloon and eat ice cream. Children recall what happens next. This supports their language and communication skills well.

Children regularly meet with other children and familiar adults at groups they attend. This encourages them to develop good social skills. Children learn the importance of taking turns and sharing, and their behaviour is good. They receive lots of praise and encouragement from the childminder who recognises their efforts and achievements. Children also receive stickers, which they display for all to see.

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

- The childminder continues to develop her knowledge and skills. She meets with other childminders to share experience, good practice and ideas. The childminder uses self-evaluation to identify areas of strength in her provision and where improvements can be made, such as looking at ways of broadening children's understanding of mathematics. She actively seeks the views of the parents and the children she cares for and uses these to further enhance the service she provides.
- The childminder uses information gathered from parents at the start of their child's placement alongside her own observations and assessments, to plan a wide variety of activities to support children's learning. She shares ideas with parents about ways to continue their child's learning at home. The childminder establishes communication with other settings that children attend and identifies ways of continuing what children are learning within her own setting.
- Children's language and communication skills are given high priority. The childminder helps to broaden children's use of language through open-ended questions. She repeats words clearly, so children hear how to pronounce words correctly.

- Children thoroughly enjoy role play activities and pretend to make the childminder food in the play kitchen. They delight in dressing up, and a good variety of clothes enables them to build their imagination. Children pretend to be different characters, such as princesses.
- Parents are extremely happy with the service that is provided for them and their children. They recognise the warmth, compassion and care given to their children and the many memories their children gain from being in the childminder's care.
- Children benefit from plenty of fresh air and exercise and spend time outdoors each day. They visit places of interest, spending time in the local community. Children understand the importance of looking and listening for traffic as they cross the road. They learn about their own safety and regularly practise the fire evacuation drill, so they understand what to do in an emergency situation. Children learn to take risks in a safe environment and to use large climbing equipment safely at places they visit.
- Children's care needs are met well. The childminder incorporates individual routines and needs into the day. Children rest and sleep as they need to, and soft furnishings within the play area enable children to rest and recharge their energy levels whenever they need to.
- The childminder works in partnership with parents to ensure that children enjoy healthy packed lunches. Children follow good hygiene routines, and they wash their hands at key times during the day, for example, after using the bathroom and before eating. Drinks are accessible throughout the day. Children are encouraged to use their manners.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is assured because the childminder takes effective steps to make sure that her home and garden are safe, suitable and secure. Consistent routines outside of the home ensure that children learn about road safety and keeping themselves safe. The childminder demonstrates a sound knowledge of the various signs that may indicate a child is at risk of harm. She understands the referral procedures to follow if concerned about a child in her care, and contact details for all relevant agencies are accessible. The childminder knows what to do if an allegation is made about herself or a member of her family.

What does the setting need to do to improve?

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

- develop further a secure base of children's knowledge and vocabulary of early mathematics.

Setting details

Unique reference number	209820
Local authority	Staffordshire
Inspection number	10301747
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	0 to 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 January 2018

Information about this early years setting

The childminder registered in 1997 and lives in the Wilnecote area of Tamworth, Staffordshire. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Tracey Boland

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 provider and has taken that into account in their evaluation of the provider.
- 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 inspector took account of the written views of parents.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder showed the inspector the premises, and they discussed how the childminder ensures that the premises are safe and suitable.

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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