

Childminder report

Inspection date:

22 September 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder purposefully plans activities to support children's personal, social and emotional development. For instance, children frequently visit the local church to practise social skills and expectations for good behaviours. Furthermore, the calm church environment benefits their sensory needs. This means all children, including those with special educational needs and/or disabilities (SEND), develop a positive sense of belonging within the community.

Children are happy and feel safe. They laugh as the childminder enthusiastically pushes them back and forth on the swing. The childminder plays alongside children, enabling her to be responsive to their body language and gestures. For instance, the childminder acknowledges when non-verbal children have finished playing on the swing. She clarifies this with children before assisting them. This shows that their views are wholly accounted for.

The childminder talks to children and models their learning. For example, she shows children how to safely walk across the stepping stones, introducing words such as 'wobbly' to prepare them for what to expect. This sparks children's interest and gives them the confidence to try. They receive time and support when engaging in risky play. Children smile as they develop confidence in their physical skills. They are proud of what they achieve.

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

- Since the last inspection, the childminder has reflected on her practice. For instance, following collaborative working with external professionals, she has conducted her own research to further enhance her knowledge and skills to support children with SEND.
- The childminder continues to keep up to date with mandatory training and displays a positive attitude towards her continuous professional development.
- The childminder prioritises daily communication with parents to share children's experiences, helping parents to continue children's learning at home. For children with SEND, the childminder attends additional meetings with parents and external professionals to discuss individual children's assessments and progress. She positively contributes towards children's individual support plans. This ensures a strong team around the child.
- Parents comment on the supportive environment the childminder creates for children with SEND. They positively reflect on how she works with speech and language therapists and other agencies to give their children 'the best start'.
- The childminder takes children on purposeful outings to further support their learning. For example, children with SEND benefit from nature walks where they are free to move and express themselves in a safe environment. This helps to

promote their emotional well-being and happiness. However, the childminder does not always identify ways to extend children's learning outdoors to ensure that children who prefer to learn outdoors can do so for longer.

- The childminder is confident to support children's early communication and language skills. She continuously narrates what she sees in the environment and skilfully links these observations to children's personal experiences. As a result, non-verbal children continuously hear language to promote their vocabulary growth. They develop an understanding that words carry meaning.
- The childminder understands her role in supporting children who display strong bonds with transitional objects, such as comfort toys. On occasion, she uses these objects as a positive strategy to create brief interactions with children who at times find it hard to engage in their learning. However, some strategies used to manage routine transitions are not always effective. For example, children can quickly become upset when having to come in from the outdoors. This is because they do not fully understand what is happening next.
- The childminder values partnerships with schools that children move to. She knows to share information with schoolteachers about children's achievements prior to them starting. Children have opportunities to visit the school with the childminder, including the attached church. This helps to promote a smooth transition to school life.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a suitable knowledge of the signs and symptoms that might indicate a child is at risk of abuse or neglect. For example, she understands what can make a child more vulnerable to abuse. The childminder discusses the importance of getting to know children and their families to ensure that any concerns for a child's welfare can be identified early. She can explain procedures to help reduce, prevent and remove potential risk factors, such as notifying the relevant authorities in the event of an allegation. The childminder ensures the premises are safe for children to learn and play. This means no unauthorised persons can enter the premises.

What does the setting need to do to improve?

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

- extend children's learning opportunities within the outdoor environment to support children who prefer to learn outdoors
- reflect on the strategies used to help children transition effectively to the next stage in their routine to further support their emotional well-being.

Setting details

Unique reference number	209584
Local authority	Staffordshire
Inspection number	10264975
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 5
Total number of places	6
Number of children on roll	3
Date of previous inspection	20 October 2022

Information about this early years setting

The childminder registered in 1995 and lives in Cheadle, Staffordshire. She operates all year round, from 7am to 4pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- The inspector discussed any continued 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 their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder shared information with the inspector about how they support children with SEND.
- The inspector observed the interactions between the childminder and children, indoors and outdoors, and assessed the impact that these were having on children's learning.
- One parent shared their views with the inspector about the quality of education their children receive.
- 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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