

Childminder report

Inspection date:

28 September 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children settle well and experience warmth and affection with this childminder. When children wake from sleeping, the childminder sits with them and cuddles them until they are happy and ready to explore their surroundings. Children demonstrate confidence in the childminder's home. They move around the designated playroom freely, accessing the learning activities on offer. They enjoy playing with the farm animals and accessories. Children move animals into the farmhouses and talk about the eggs being laid by the hens. They fetch egg boxes to collect the eggs from the farm. The childminder helps children to recall past events and talks to them about where they have seen eggs in other places while they have been out walking.

The childminder and her assistants share a vision of promoting outdoor learning for children. Children show excitement when they play outdoors. They play with water trays and wash dolls and various items in the garden. They soak sponges in soapy water and squeeze them out as they rub the sponges over dolls and cars to make them clean. Children comment that they are helping the childminder to clean, and they recognise that they will need some towels to dry the items once they have finished cleaning.

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

- The childminder has a clear vision for what she wants children to learn. She recognises the benefit of outdoor learning and provides an abundance of opportunities for children to go walking and visit places in their local community. Her assistants understand the curriculum and know how to implement this into practice to promote children's learning.
- Children are good communicators. The childminder and her assistants prioritise the development of children's communication skills. They sing songs and share stories with children. Children show excitement and interest as assistants use puppets to enhance nursery rhymes they sing. The childminder and the assistants talk to children about what they are doing and ask questions to ignite children's thinking. However, there are times when children are not given enough time to respond to questions before the assistants intervene and provide answers for children. This means that children do not get the full benefit of opportunities to develop their own thinking skills further.
- Children are learning to be self-sufficient. They manage some of their personal care needs, such as using the toilet and washing their hands. They feed themselves at lunchtime and are encouraged to put their own shoes on when going outdoors. However, there are times in daily routines when children are taken to activities rather than having their own choice about joining in. This does not give children opportunities to be fully independent.

- Children learn to follow rules and boundaries. They show respect to their peers and adults and learn to understand the behaviour of younger children. For example, when younger children throw toys, the childminder explains to older children that they are still learning the rules and need some help.
- Parents comment positively about the childminder. They talk about the progress their children have made, particularly in their communication skills. They describe the activities their children have taken part in and value that children have opportunities to go 'exploring'. They are kept up to date with their children's development, and they receive ideas of how they can support their children to learn at home.
- The childminder is reflective and is proactive in seeking out ways to develop her own knowledge and skills. She is involved with a mentoring programme for other childminders. This has increased her own knowledge of how to enhance children's learning. She reviews her own strengths and weaknesses and makes plans to address these. Additionally, she supports the development of her assistants. She carries out peer observations and identifies learning points for them. She then creates actions for them to complete and follows this up to assess the impact on their practice. This means that children experience learning opportunities that are continuously improving.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have accessed safeguarding training. They keep up to date with changes to requirements and current safeguarding matters such as female genital mutilation and the 'Prevent' duty. The childminder knows what she should do if she had a concern about a child or if an allegation was made against herself or an assistant. She thoroughly considers the steps she needs to take to keep children safe when on outings. She assesses risks on the route she will take before taking children out and is aware that hazards may arise during the course of the outing.

What does the setting need to do to improve?

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

- explore ways in which children can make their own choices about joining in activities
- allow children enough time to respond to questions to help them develop their own thinking skills even further.

Setting details

Unique reference number	EY495749
Local authority	Staffordshire
Inspection number	10295587
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	13
Date of previous inspection	4 December 2017

Information about this early years setting

The childminder registered in 2015 and lives in Lichfield, Staffordshire. She works alongside three assistants. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 5.

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 showed the inspector the premises and discussed how she ensures the premises are safe and suitable.
- 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 talked to the assistants at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and the children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- Parents shared their views of the setting with the inspector.

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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