

Childminder report

Inspection date: 4 October 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 provides children with a homely environment to learn and play in. Children receive warm care and attention, which supports their emotional well-being and ensures that they are happy to play. The childminder makes sure children can move safely around her home, and children independently explore their surroundings and have positive attitudes towards learning. They choose from a range of resources that are available. These have been carefully chosen to suit their interests and abilities. The childminder makes sure that she supervises children at all times to keep them safe.

The childminder observes children closely as they play. This helps her to understand children's current stages of development and what they need to learn next. She focuses on children becoming independent and ready for school. The childminder joins in with children's play. She gets down to their level and talks to them about what they are doing. Babies snuggle up to her when they wake up from their nap. The childminder talks to them in a soothing voice and reassures them. This helps children to be settled in her care. They learn to take turns and share as they play. Children are kind and polite.

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

- The childminder has created a broad and balanced curriculum that covers all areas of learning. She includes children's interests into activities effectively and demonstrates an understanding of children's learning needs. She identifies any gaps in learning so that these can be promptly addressed and that appropriate support is provided. The childminder wants all children to make the best possible progress.
- The childminder organises the environment to meet the needs of children attending. For example, babies investigate and explore a variety of objects at their level. They show interest and curiosity as they cuddle soft animals and push along wheeled toys. The childminder thinks about what children need to learn next when she plans activities. For instance, she provides resources that encourage babies to move and pull themselves up to standing.
- The childminder places an emphasis on children's physical development. She takes children out into the local community, and they often walk to school. She regularly takes children to toddler groups and soft-play centres to practise a range of different skills. This helps children to develop their confidence and social skills in larger groups.
- The childminder understands the importance of promoting a healthy lifestyle. She ensures that she provides balanced meals for children, and she promotes children's good oral hygiene. The childminder teaches children to be independent. Children learn to put on their shoes, wash their hands and faces

and do up their coats. The childminder works with parents to ensure that children achieve independence in toileting. This helps to prepare children for the next stage of their learning, such as nursery or school.

- Supporting children's mathematical development is one of the childminder's strengths. She introduces children to numbers and shapes as they play. The childminder supports children to develop their coordination and mathematical understanding. For instance, they explore size, shape and colour as they build towers with large blocks.
- The childminder supports children's language development well. For instance, she provides a commentary on babies' play and responds to their attempts to communicate. The childminder talks to children throughout the day and models good sentence structure. She reads stories and sings nursery rhymes to help children learn new words.
- The childminder demonstrates a secure commitment to promoting positive relationships with parents. Parents are happy with the progress their children are making. The childminder also recognises the importance of working with other professionals and settings to provide continuity in children's learning. The childminder shares information with parents about their children's care needs and the activities they have taken part in. However, the childminder does not consistently share precise information about how parents may support children's learning even further at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly assesses risks in the environment that children play in. She makes sure that outdoor risk assessments are undertaken to reduce the risk of hazards. The childminder has a good safeguarding knowledge and attends regular training to keep her knowledge up to date. She understands local safeguarding procedures and knows who to contact if she has concerns about a child. The childminder is aware of the possible indicators that might show that a child is at risk of abuse. She knows the procedures to follow to report her concerns to protect children from harm.

What does the setting need to do to improve?

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

- share even more information with parents about children's learning, to support them to extend and continue their child's learning at home.

Setting details

Unique reference number	EY493933
Local authority	Staffordshire
Inspection number	10301756
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 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 January 2018

Information about this early years setting

The childminder registered in 2015 and lives in Tamworth. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector and the childminder completed a learning walk to understand how the early years provision and the curriculum are organised.
- A joint evaluation of a teaching activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and considered the views of parents through discussions and reviewing feedback letters.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector looked at a sample of relevant documentation. This included evidence of suitability and training.

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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