

Childminder report

Inspection date: 18 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

Children are happy and content to attend this warm and friendly childminder's provision. Children form strong relationships with the childminder. For example, they go to her for cuddles when they need reassurance or if they are upset. Effective settling-in procedures ensure children have the best start to their care, and the childminder ensures she follows their home routines. This enables babies and children to feel safe and emotionally secure. Children learn from a wide range of resources and a varied curriculum, tailored to their individual needs and interests. For example, babies bang saucepans with spoons, developing their physical skills and coordination. Older children develop listening skills. When the childminder blows bubbles, she tells them to look 'behind you' or 'jump up high'.

The childminder's calm and friendly approach encourages children to behave well. She has strong expectations for children's behaviour. They learn to follow instructions, and the routine of the day helps them to know what they will be doing next. The childminder supports children to build on their independence. They have access to toys and resources and can help themselves to their chosen resource. The childminder encourages children to tidy away their toys after playing.

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

- The childminder places a strong emphasis on communication and language. She ensures children hear a range of vocabulary and talks to them throughout the day. She encourages babies and younger children to repeat words and sounds. The childminder supports children who speak English as an additional language well. She asks parents for keywords in children's home languages and uses visual prompts to aid communication.
- The curriculum is meaningful and well thought out. Children access a range of resources to develop their emerging skills. For example, they develop their writing skills by mark making with crayons. Babies clap and jiggle to the music, developing their listening skills. However, on some occasions, the childminder is too keen to start another activity before children have had time to naturally finish the activity they are doing. Therefore, this interrupts children's engagement and the opportunity to further build on the skills they already have.
- Children benefit from experiences outside the home. For example, the childminder takes them to a weekly toddler group where they develop social skills with a wider group of children. The childminder also regularly takes children to the local park and library to enhance their learning in the wider community.
- Children have independent access to books. They sit quietly, turn the pages and look at the pictures. Children who speak English as an additional language have access to books in their home language. The childminder enhances opportunities

for children to repeat words and sounds as she reads stories and points out pictures. Children have an obvious enjoyment for books, and this helps to secure the foundations for a love of literacy in their later life.

- The childminder supports children to have healthy lifestyles. They bring a packed lunch from home and have access to water throughout the day. The childminder supports children with potty training. She teaches children care practices, such as handwashing and dental hygiene. The childminder ensures she discusses home routines for babies with parents, and she follows them throughout the day. She ensures babies feel safe and secure when they are having their bottles. She holds them close in her arms in a calm and nurturing way.
- Parents speak very highly of the childminder. They feel confident in her care and education of their children. They get daily verbal reports of what their child has done during the day and care procedures, such as nappy changes, sleep and feeds. Parents get a regular update on their children's development, including a summary of the progress check for children aged two to three years.
- The childminder works with parents and outside agencies to support children with possible special educational needs and/or disabilities. Individual planning for the next stages of development ensures all children make progress from their starting points.
- The childminder ensures she is up to date with mandatory training and continues her professional development. She has recently taken courses such as 'Understanding Child Development' and 'Using 8 Senses'. The childminder implements the training into her practice to improve outcomes for the children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the signs and symptoms of abuse and the procedures to take if she feels a child is at risk of harm. She confidently explains the procedures she would need to take should there be an allegation against herself or a family member. The childminder has current mandatory training in paediatric first aid and safeguarding. She has taken further training to support children's safety, including online safety. The environment and resources are clean and well-maintained. She carries out risk assessments on the environment to ensure the children are kept safe.

What does the setting need to do to improve?

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

- provide more opportunities for children to continue with activities they are interested in without interruption, to further their engagement and build on what they already know and can do.

Setting details

Unique reference number	209435
Local authority	Staffordshire
Inspection number	10308043
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	1 to 10
Total number of places	3
Number of children on roll	8
Date of previous inspection	21 March 2018

Information about this early years setting

The childminder registered in 1998 and lives in Lichfield, Staffordshire. She operates all year round, from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded education for two, three- and four-year-old children. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Sue Smith

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 they ensure it is safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Parents shared their views of the childminder 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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