

Childminder report

Inspection date: 17 January 2024

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 well settled with the childminder and her assistant. They have formed close relationships with them and regularly come for cuddles and reassurance, which they receive in abundance. This helps children to feel safe and secure in their care. Children happily seek out the childminder to look at the books they bring to her. She asks questions which help to draw out what children know. She encourages discussion about what they say, which helps to extend their thinking further. Children explore the spacious play environment. For example, older babies enjoy navigating their way and practising their balance as they move along a walkway structure, while older children enjoy the challenge of the steps at one end. Other children have fun while they use ride-on or push-along toys and giggle when they reach the other side.

Children behave well. Adults carefully observe children's behaviour and help to resolve minor disputes quickly. The childminder uses positive behaviour strategies and gently reminds children to be kind to others and use their good manners. As a result, older children routinely use good manners and are patient and kind towards others. They are keen to help give younger children their coats and shoes. Children gain the skills and knowledge they need to prepare them for the next stages of learning.

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

- The childminder has clear intentions for all children's learning. When children first start, she gathers information from parents which helps her to decide what children need to learn next, including where there may be gaps in learning. The childminder makes plans for activities and experiences which help children to build on their prior learning and make continual progress.
- The childminder ensures that mandatory training for her and her assistant is kept current. There is scope to seek additional professional development which builds on her existing knowledge to enhance the provision and help to further improve outcomes for children's learning.
- Communication and language is a strength in this setting. The childminder and assistant provide abundant opportunities for older babies to practise their speaking skills. They adapt their teaching to help children to understand. For example, older babies are keen to point out and name the objects they know. The childminder encourages older children to engage in conversation. Older children recall events from home and express their stories, including a beginning, middle and end. They are keen to talk about their interest in large construction vehicles and where they have seen them.
- Independence is promoted well. For example, all children feed themselves using appropriate cutlery. They access their drinks with ease and help to give out cups

to their peers. Children grin proudly when they show their new skills to put on their coats. They receive lots of praise for their achievements. This helps to raise their self-esteem and confidence in their abilities.

- The childminder has arranged the play environment to interest and engage children to lead their play. Children freely access the resources that interest them. For example, young children enjoy role play and pretend to feed others from a bowl with a spoon, scraping together the last of the imaginary food. Children play well together and enjoy this game.
- Children are excited to engage in a turn-taking game. All children sit and wait with anticipation for their turn to roll a ball down the spiral structure. Older babies bounce and giggle when their ball reaches the bottom. Babies watch closely and wait patiently for their turn. Older children help to keep an eye on whose turn it is next.
- The childminder takes children on regular trips out to playgroups, local parks and play centres. This helps children to build their confidence and experience play among larger groups of children. They begin to make friends with others who become familiar to them. This helps to prepare them for their move on to nursery or school.
- Parents are happy with the care their children receive. They comment positively on their increased confidence and social skills as well as their good table manners. Parents value the information they receive about their child's learning and are happy with the progress they make.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- seek professional development opportunities which build on existing knowledge to further enhance the provision for children and help to improve their learning outcomes.

Setting details

Unique reference number	EY490954
Local authority	Staffordshire
Inspection number	10280429
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 3
Total number of places	12
Number of children on roll	7
Date of previous inspection	4 September 2017

Information about this early years setting

The childminder registered in 2015 and lives in Tamworth. She operates all year round from 7.30am until 4.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Taylor

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 inspector completed a learning walk together to discuss the organisation and intent of the curriculum and how the environment is arranged.
- The inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning. A joint evaluation of the quality of teaching during an activity took place between the childminder and the inspector.
- The inspector took account of parents' views about the setting from the written information provided.
- The inspector spoke to the children and the assistant at appropriate times during the inspection.
- The inspector held a meeting with the childminder and discussed how the setting is organised. The inspector reviewed relevant documentation, including evidence of the qualifications of those working in the setting.

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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