

Childminder report

Inspection date: 19 September 2019

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 thrive in this warm and welcoming environment. They are happy and settled. They are confident, motivated and keen to learn. The childminder skilfully introduces new words to children at an early age. They learn to squeeze play dough with their hands and say that it is 'hard'. The childminder sings to children during nappy changing times. They explore the different sounds as the childminder models language well. Children smile, repeat words and babble while she maintains good eye contact with them. Children are curious and captivated by new experiences. They learn about food that is good for them and where in their bodies food goes to give them energy. Children know that they need to drink water to hydrate themselves and they independently access this throughout the day. Children are beginning to recognise colours and develop early mathematical skills. They develop good physical skills as they handle small tools and equipment with confidence. Older children show some protective traits around younger children. They learn to appreciate music as they bang on the drum and shake the shakers in rhythm to music. They dance and move their bodies to songs. The childminder is ambitious and reflects on her own practice. She has high expectations for all children and shares this vision with parents.

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

- A wide range of resources allow children to develop their physical skills. They manipulate and mould play dough and they excitedly look at the shapes they create. They learn different colours and look at what is the same and different. The childminder introduces small vehicles to the activity to widen its appeal to all children. Children learn to hold scissors and cut. They can make different patterns. They read stories and remember the ending is 'a party'. Children recall the 'Happy Birthday' song and join in. They name the colours on the pages in a book and begin to count the number of balloons. Children engage well in a variety of daily activities that spark their thirst for learning.
- The childminder forms strong relationships with parents. She obtains good information about what each child knows and can do when they start their placement. The childminder plans an exciting curriculum that teaches children what they need to learn. She considers what each child enjoys and incorporates this into her planning. Children make good progress and acquire the skills they will need for their next stage of learning. This is shared with parents so they can support their children at home.
- Accurate assessments of each child sharply focus on children's next steps in their learning. Activities excite children and ignite their curiosity. Children look at the play animals and explore the sounds they make using a 'sound board'. Children learn to use early technology and predict the noise they think each animal makes before trying this out. They make the connection between the picture,

sound, and what they know.

- Children's behaviour is good and they use good manners in conversation. They play cooperatively and they begin to learn about sharing and how their behaviour can make others feel. Children learn about what is right and wrong. However, on occasions, the childminder does not reinforce this. As a result, not all children begin to self-regulate their behaviour. Good health and care practices teach children to develop an understanding of their own personal care needs. Children are learning to be independent from an early age.
- Children learn about the wider world and take regular trips out in the local community. They learn about different people and families. Children begin to recognise our diverse society. They explore a variety of festivals, such as Chinese New Year, where they make lanterns and try new foods, exploring the different tastes.
- The childminder updates her own knowledge and training. She is keen that this has a positive impact on the quality of the childcare she provides. She considers how training will benefit and support the children attending so that they make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

A range of daily checks inform the childminder of any risks to children so that she can take action to minimise these and ensure that children remain safe in her care. The childminder is secure in her understanding of what action to take in the event of a concern about a child in her care. She is familiar with local procedures to follow in the event of a concern. She attends regular training and can identify the signs and symptoms that may indicate that a child is more vulnerable to risk.

What does the setting need to do to improve?

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

- extend the already good strategies for managing behaviour so that all children begin to self-regulate this for themselves.

Setting details

Unique reference number	EY427076
Local authority	Sandwell
Inspection number	10071891
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	9 July 2015

Information about this early years setting

The childminder registered in 2011 and lives in Oldbury. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- A joint observation and evaluation of activities, with the childminder, considered how effective teaching is and the impact this has on children's learning.
- All areas of the premises were viewed and the inspector took account of how the childminder completes risk assessments to ensure that children are safe.
- The inspector reviewed a sample of documentation that supports the effective management of the setting. This included a selection of policies and procedures, and evidence of the suitability of adults living in the household.
- At appropriate times during the inspection, the inspector spoke to the childminder and the children attending. She observed the interactions between the childminder and the children.

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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