

Childminder report

Inspection date: 1 October 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 are happy and settled in this welcoming environment. They are confident and secure in the care of the childminder. Children go out and socialise with other children and adults at local groups during the week. They explore the wider world with visits to museums and activity centres. They learn about animals and the environment in which they live, as they visit local farms. Children start to develop an understanding of routines from an early age. They begin to help to put things back into boxes and wipe their faces before meals. They develop a healthy, balanced diet with the support of the childminder, in partnership with parents. Good behaviour is modelled by the childminder, who provides regular praise and reassurance. Children learn about what is acceptable. As a result, behaviour is good. Children learn to enjoy books for stories and as a reference. They look at the small animal figures and compare them with pictures of animals. Children explore paint and various creative activities, which help to build the muscle strength they will need for their future learning.

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

- Accurate assessment of each child sharply focuses on the skills they will need to acquire for their next stage of learning. The childminder uses what she knows about children to plan a range of exciting activities for them to engage in. She is keen to ensure that play experiences support children's individual learning styles. The childminder uses 'treasure baskets' to introduce younger children to a world of imaginative play. They explore natural materials alongside other resources and feel the different textures. Children watch as sand moves through an egg timer. They watch coloured liquids in tubes move and change as they turn the tubes upside down and back up again.
- Children hear lots of language and the childminder asks many questions, such as 'Where is the piggy?' They recognise the animals and 'snort' as they make the correct animal noises. They laugh as she joins in and encourages them to look at other animals. However, at times, the childminder does not always consider how she models language. As a result, children can miss opportunities to make the most rapid progress possible.
- Partnerships with parents are strong. Children who attend other settings receive good support. This means that the care they receive is consistent and meets their individual needs. Close links between parents and other providers ensure that the child's care and learning is a priority. A daily diary and regular discussion helps to consolidate children's progress and identify what they need to learn next. This means that the experience for the children is seamless.
- Children develop their physical skills through a range of experiences. They concentrate as they develop their small-muscle skills. They hold a toy apple and begin to thread a pretend caterpillar through the holes. Children show emerging

skills as they kick a ball with direction and bend down and up to throw and catch a ball. Children are keen to learn and explore through play and are becoming inquisitive and motivated learners.

- The childminder involves children in the wider community well. Each week, the childminder takes children to a variety of different groups. They take part in a wide range of activities, such as parachute games and making 'shaker' bottles. Children recognise and meet different people from our diverse communities. However, the childminder does not yet introduce children to the wide range of different ways that other cultures and religions celebrate their uniqueness, so that children learn to respect and value all people.
- The childminder is kind, warm and caring. She forms close nurturing bonds with the children attending. She reassures children and engages well in their play and learning. Children are happy and settled in this welcoming environment. They receive regular praise and learn at a young age about what is right and wrong. Younger children's emotional well-being is a high priority. They smile as the childminder speaks to them, they bring toys and equipment to sit together and explore. They look at pictures of themselves as they turn the pages of their journal. The childminder talks to them as they look at and recall events they have attended at local groups.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that indicate that a child may be at risk of harm. She has attended child protection training and knows the local procedures to follow in the event of a concern about a child's welfare. The childminder makes a daily assessment of her premises and takes action to minimise any risks to children so they can play in a safe and secure environment. She provides close supervision and particular attention is given to support children to climb steps in the garden, so that they can access all areas.

What does the setting need to do to improve?

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

- consider further how children can be encouraged to make sounds with their voices and practise these regularly so that children's emerging vocabulary is best supported
- continue to develop children's wider awareness of the importance of our diverse society and how communities and events celebrate these differences.

Setting details

Unique reference number	259738
Local authority	Walsall
Inspection number	10066495
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 October 2015

Information about this early years setting

The childminder registered in 2001 and lives in the Great Barr area of Birmingham. She operates all year around from 7.15am to 5.30pm, Tuesday to Thursday.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- The childminder and the inspector observed and evaluated activities during the inspection. The inspector considered how effective teaching is and the impact this has on children's learning.
- A sample of documentation was viewed, including policies that support the effective management of the childminder's practice and evidence of the suitability of the adults living in the household.
- The inspector had a tour of the premises and looked at how the childminder makes effective risk assessments of the environment.
- At appropriate times during the inspection, the inspector spoke to the childminder and interacted with children present. She observed the interactions between the childminder and children attending.

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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