

Childminder report

Inspection date: 7 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

The childminder provides children with a welcoming and stimulating learning environment. Children confidently choose from a wide range of resources and activities that interest them. The childminder plays alongside children, skilfully extending their learning and communication skills. However, at times, she misses opportunities to encourage young children to use numbers or counting in their play. The childminder provides children with a variety of experiences to help them develop their understanding of the world and the natural environment. She has high expectations of children and they respect the rules and boundaries. Older children show kindness towards younger children and demonstrate an awareness of safety as they play and explore. The childminder carefully considers how to help children build on their existing skills to prepare them for the move on to school. She supports children to settle quickly into routines, increase confidence and build positive relationships with her. Children enjoy looking at books. They cuddle up with the childminder and join in with familiar stories. Older children develop their self-help skills as they put their coats, bags and outdoor shoes away. However, the childminder does not always consider supporting the younger children to develop their emerging independence skills appropriately.

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

- The childminder knows the children well. She closely monitors the progress they make. This enables her to identify any gaps in children's learning. The childminder plans activities that meet their individual learning needs and take account of their current interests. Children benefit from a range of role-play, small-world and creative activities. They dress up in superhero costumes and pretend to be the characters as they sing and dance.
- The childminder engages children well during planned and purposeful play. Children enjoy playing with play dough. They use tools effectively to manipulate the dough and to cut out shapes. Young children learn how to use cutters correctly to make snips and cuts in the play dough. They confidently name colours during play.
- Children develop good literacy skills. For example, they make marks with pens and crayons on paper and talk about what they have drawn. The childminder supports children's language development well. She uses effective strategies to help children develop their speaking skills, for example by asking questions, extending sentences and adding new words to increase children's vocabulary. While playing, young children name animals and dinosaurs, and imitate the sounds they make.
- Older children develop self-help skills and become more independent. However, the childminder does not always make the most of every opportunity to encourage and support younger children's independence skills. For example, she

completes simple tasks, such as taking off their coats and shoes and handwashing, that children can learn to do for themselves.

- The childminder regularly takes children on outings to broaden their experiences. They visit shops, parks, playgroups, libraries and a local farm. This helps children to develop an understanding of their local community and to develop their physical and social skills as they mix with others.
- The childminder offers opportunities for children to develop their early mathematical skills. However, occasionally, she does not make the most of spontaneous opportunities to encourage younger children to count or use numbers during their play.
- The childminder regularly gathers feedback from parents and children to help her make positive changes to her provision. Parents say that she is supportive and involves them in their children's learning. The childminder responds to children's feedback, for example by changing the resources and the environment.
- The childminder shares information with other settings that children also attend to ensure continuity in their care and learning.
- The childminder attends to children's care needs according to their parents' wishes. She adapts routines to meet individual needs, promoting children's physical and emotional well-being successfully.
- The childminder is committed to her own professional development and completes training to help develop her knowledge and skills. She has good links with the local authority and meets with local childminders to share ideas and good practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to identify safeguarding and wider child protection issues. She understands how to monitor and report any concerns, to ensure that children are protected from harm. The childminder attends safeguarding training and is aware of the correct procedures to follow should there be an allegation. She regularly checks for risks and removes any hazards, which ensures that children play and learn in a safe environment. The childminder teaches children about how to keep safe in her home and on outings.

What does the setting need to do to improve?

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

- encourage and support children to manage simple tasks for themselves when they are able, to further develop their independence skills
- increase opportunities for children to hear and use numbers during play, to enhance their mathematical understanding.

Setting details

Unique reference number	255739
Local authority	Dudley
Inspection number	10072708
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 7
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 April 2016

Information about this early years setting

The childminder registered in 1997 and lives in Halesowen, West Midlands. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Nasreen Ghalib

Inspection activities

- The inspector completed a 'learning walk' with the childminder across all areas of the setting to understand how the provision and curriculum are organised.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare.
- The inspector took account of the views of parents through written feedback provided.
- A joint evaluation of a planned activity was carried out by the inspector and the childminder.
- At appropriate times throughout the inspection, the inspector spoke to the childminder and children.
- The inspector looked at relevant documents, including children's records, the policies and procedures, training and evidence of the suitability of the childminder and other adults living in the household.

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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