

Childminder report

Inspection date: 14 January 2020

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| 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 and her assistant are both highly qualified and experienced. They understand the purpose, and are flexible in their use, of a particularly wide range of teaching strategies that successfully develop the vital skills children need for school. Children concentrate extremely well as they complete puzzles on their own and in pairs. Younger children complete wooden inset puzzles and older children complete 20 piece puzzles. Children enjoy group activities where they explore a range of objects and learn about concepts such as soft and hard, and light and heavy. They squeal with delight as they try to catch floating feathers. Children enthusiastically sing rhymes on their own and in groups. They enjoy counting rhymes that help to teach them to count forwards and backwards and to build their developing knowledge of numbers. Children remain focused as they thread string through the coloured cotton reels. They have good opportunities to develop their balance and coordination skills in the garden. For example, they play on the swings, see-saw, slide, climbing frame, tricycles and ride-on toys. Children are confident and happy and talk freely and enthusiastically to the childminder, her assistant and visitors about what they are doing.

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

- The childminder attends regular training and undertakes research in learning and development topics. She regularly reflects on her practice and includes the views of her assistant, parents and children in her self-evaluation processes. This, along with emails from the local authority advisers, helps her to have an accurate view of the quality of her provision. This enables her to identify how she can improve or maintain her high standards.
- The childminder constructs an exciting curriculum that successfully promotes children's learning across all areas. The curriculum places a particular emphasis on encouraging children to develop their physical abilities, communication, creativity, perseverance and problem-solving skills. However, the childminder does not focus strongly enough on encouraging children to develop their understanding of letters.
- The childminder and her assistant evaluate together the activities they implement and make any changes needed to ensure children are engaged and challenged in their play. The childminder makes sure that her assistant receives regular individual support meetings where she can seek advice and discuss her future training requirements. This helps to make sure that the assistant can build and improve her teaching skills over time.
- The childminder and her assistant have completed training on teaching one- and two-year-old children. They are particularly aware of the fluctuating emotional and physical needs of younger children and support them well. The childminder provides children with nutritious and balanced meals and snacks.

- The childminder and her assistant have a high level of awareness of how to encourage children to develop strong emotional attachments. For example, they provide children with lots of attention, reassurance, encouraging smiles and cuddles when needed. This helps children to feel relaxed and secure and to engage in new experiences.
- The childminder and her assistant promote children's language development well. They use language appropriate to children's age and stage of development. For example, the assistant uses simple commentary and labels objects for the younger children. Additionally, she asks the older children questions that encourage them to think and to give fuller answers that draw on a wider range of vocabulary.
- The childminder and her assistant work well together and act as good role models for the children. They consistently encourage and praise children's good behaviour. Children behave well and show a high regard for one another.
- The childminder works effectively in partnership with parents. She enhances parents' understanding of how their child's learning can be best supported at home. For instance, through discussion, the sharing of her newsletters and information about children's progress and their next steps in learning.
- The childminder sometimes prioritises adult-led activities over the valuable and purposeful play children initiate for themselves.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have completed training that ensures they are fully aware of the signs of abuse or neglect. They know the procedures they must follow if they have any concerns about a child. The childminder checks all indoor and outdoor areas to identify and reduce any possible risks to children. She has completed 'General Data Protection Regulation' training. This helps her to make sure that any personal information about children and families is managed correctly.

What does the setting need to do to improve?

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

- provide children with more opportunities to build on and develop their knowledge of letters
- give greater recognition to the value of the play and learning children initiate for themselves and enable children to complete these activities to their satisfaction before moving them on to adult-led activities.

Setting details

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| Unique reference number | EY441927 |
| Local authority | Sandwell |
| Inspection number | 10075076 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 6 |
| Total number of places | 12 |
| Number of children on roll | 14 |
| Date of previous inspection | 14 April 2016 |

Information about this early years setting

The childminder registered in 2012 and lives in Tipton, West Midlands. She operates all year round, except for bank holidays and family holidays. Opening times are from 7.30am until 6pm Monday to Thursday, and from 7.30am until 1.30pm on Friday. The childminder holds qualified teacher status and early years professional status. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Linda Yates

Inspection activities

- The inspector and the childminder completed a 'learning walk' to understand how the curriculum is organised.
- The inspector and the childminder observed the assistant carry out an activity with the children and evaluated the impact this has on their learning.
- The inspector held discussions with the childminder and evaluated how well she assesses children's progress and plans for the next steps in their learning.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as evidence of the suitability of persons living or working in the household.
- The inspector took account of the views of parents through the written feedback provided.
- The inspector held conversations with the assistant and the children during the inspection.

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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