

# Childminder report

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Inspection date: 13 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not applicable
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy in the childminder's care and feel safe and secure. They are eager learners and explore a varied selection of activities inside and outdoors. Children enjoy water play they wash plastic farm animals and dry them on a towel. They speak well as they play and are making particularly good progress in their communication skills. Children behave well and have a clear understanding of rules and boundaries. They develop good levels of independence and the confidence to ask for help if they need it. Children develop an understanding of how to keep themselves healthy. They wash their hands before eating, and the childminder promotes healthy eating and encourages children to eat fruit at snack time.

Children progress well with their mathematical understanding and early literacy. They learn to count and recognise numbers, and progress well with their understanding of mathematical language to compare the size and shapes of objects. They are well prepared for the next stage of their learning and their eventual move to pre-school and school. Children show good levels of concentration and engagement and are well motivated to play and explore. Children are well mannered and learn how to deal with their emotions.

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

- The childminder enthusiastically joins in with children's play by offering comments, introducing new words and asking questions to help children to further develop their speech. However, on occasions, she does not consistently provide the highest level of support and challenge when supporting children's play and learning and misses opportunities to build on what children need to learn next.
- The childminder uses her observations well to support children's development. She tracks children's progress and identifies any gaps in their learning and development. She skilfully adapts activities to meet the needs of individual children and uses information from other professionals to provide stimulating learning opportunities for children.
- The childminder keeps up to date with mandatory training. She seeks training opportunities to improve her practice and further develop her knowledge. She regularly meets with other childminders at the local childminding network group to share ideas and seek advice. She reflects on her practice to drive forward improvements in her setting.
- The childminder organises toys and resources so that children can freely choose and decide what they want to play with, which supports them to be independent. The childminder ensures that toys and resources are readily within children's reach and are easy for children to access so that they are consistently encouraged to enjoy their learning.

- Children's early literacy skills are well supported. For example, children and the childminder look at books together, they read stories and children talk about what they can see when they look at the pictures.
- Children have many opportunities to learn about the wider world. They visit local stay-and-play sessions, the park and the library. This provides children with opportunities to develop their social skills as they meet and play with other children and learn about their local community.
- Children enjoy playing with dolls and pretend to put them to bed. They learn how to problem solve by seeking solutions as they play. However, the childminder has not fully developed ways for children to experience and use a variety of textures and materials to enhance their creative skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder understands how to promote children's safety and well-being effectively and updates her knowledge of safeguarding through regular training. She understands her responsibilities to report any concerns about a child's well-being to the relevant agencies. The childminder knows the signs and symptoms that may indicate a child is at risk of harm. She understands what would concern her if a child was at risk of extreme views or behaviours. The childminder regularly risk assesses the environment and activities to support children's safety. The childminder teaches children how to keep themselves safe when using toys and play equipment, and closely supervises children as they play.

## **What does the setting need to do to improve?**

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

- use activities more effectively to challenge children further and help them build on what they already know and can do so they can make the best possible progress
- develop more ways for children to experience a wider range of textures and materials to support their creative development.

## Setting details

<b>Unique reference number</b>	EY550534
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10112321
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 to 1
<b>Total number of places</b>	4
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Wednesbury, Sandwell. She operates all year round from 7.30am to 5.30pm, Monday to Friday, including bank holidays, but not during family holidays.

## Information about this inspection

### Inspector

Susan Rogers

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents through written feedback provided.
- The inspector spoke to 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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