

Childminder report

Inspection date: 14 January 2020

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 enjoy the time they spend with the childminder and have built close attachments to her. They are happy and show that they feel safe and secure as they stay close by the childminder, while becoming more confident with unfamiliar visitors. The childminder knows children well. She plans a variety of activities to build on their current levels of development. Young children benefit from a range of sensory experiences which help them to gain confidence while discovering new textures. For example, they enjoy exploring coloured rice and pasta and they use spoons and pots to scoop it up. Children are gaining good strength and muscle control, which supports them to develop skills for feeding themselves. Children behave well. They settle to activities and relish the praise and encouragement they receive from the childminder. Children find their own ways of doing things. They persist as they attempt to fit small-world figures into cars and are proud when they succeed. The childminder recognises when children will benefit from more social interactions. She takes them to visit local playgroups to help build on their self-confidence when mixing with others.

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

- The childminder has continued to maintain her good-quality provision. She generally reflects on her practice to ensure that she supports children to make consistently good progress. The childminder provides a broad curriculum that is suited to the children's ages and stages of development. She observes and assesses them and identifies their next steps for learning. However, there is scope for the childminder to evaluate her provision more precisely and identify how she can focus her professional development to improve her confidence and raise the quality of her teaching to a higher level.
- The childminder has built strong relationship with parents. She gathers information from them when children first start and uses this to gain a good overview of the children and their families. The childminder shares details about children's progress with parents. She offers continuous advice and guidance to help support children's ongoing learning at home. Parents' comments are positive. They say they are delighted with the childminder's provision.
- Young children's emerging language is developing well. The childminder talks to them and gives instruction to develop their understanding. She joins in their play, models words and asks questions to extend their thinking and vocabulary. Young children enjoy making animal sounds and eagerly repeat some animal names. The childminder recognises when children are babbling in tune to a song. She sings their favourite nursery rhymes and models the actions to help children to make links and develop their language.
- Children are supported to gain skills for their future learning and eventual move to school. The childminder introduces early mathematical concepts for children

from a young age. She counts during children's play and introduces numbers through rhymes. The childminder reads regularly and encourages children to handle books carefully. Young children show a keen interest in books. They enjoy lifting the flaps and are eager to see what picture is underneath. Children enjoy making marks with a range of media and materials.

- The childminder places a strong focus on developing children's personal development. She works closely with parents to help children gain the skills required to feed themselves. The childminder encourages children to try new foods and helps them gain an awareness of good hygiene practices. Children enjoy playing in the garden and go on trips to the local park. They benefit from activities that help to build on their physical skills. For example, they run and show good control as they play football. They are encouraged to take measured risks safely as they learn to climb and balance on a range of equipment.
- The childminder provides some creative activities to help children to learn about and celebrate festivals that are important to them. However, she does not consider a wider range of activities to help children to learn about diversity and people and communities beyond their own.
- The childminder is a positive role model. She is caring and nurturing and offers continuous praise and reassurances. This helps children to develop self-confidence. The childminder models good use of manners, which supports children from a young age to be polite and considerate. Children focus and persevere until they achieve a task, and the childminder praises them for their efforts. She helps children to manage their own feelings and behaviour through distraction and talking to them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to protect children from harm. She provides children with a safe and secure environment and her detailed policies and procedures underpin her practice to keep children safe in her care. The childminder has a good awareness of the possible signs of abuse. She is alert to wider safeguarding issues in the home and wider community. The childminder is confident with the procedures to follow if she has any concerns about a child in her care.

What does the setting need to do to improve?

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

- provide more opportunities to help children to learn about people, families and communities beyond their own
- focus self-evaluation and professional development more precisely to build confidence in teaching abilities and enhance practice further.

Setting details

Unique reference number	EY315770
Local authority	Sandwell
Inspection number	10073585
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	14 June 2016

Information about this early years setting

The childminder registered in 2005 and lives in Bearwood, West Midlands. She operates all year round from 8am until 6pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Emma McCabe

Inspection activities

- The inspector had a tour of the premises and discussed the childminder's plans for how she promotes each child's learning.
- The inspector completed a joint observation with the childminder and discussed her evaluation of the activity.
- The inspector observed a range of activities and evaluated the impact of the quality of teaching on the children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection and discussed her evaluation and monitoring of the provision.
- The inspector looked at documentation, including the suitability of the childminder and adults in the household, and training certificates.
- The inspector looked at feedback from parents and took account of their views. The inspector spoke to and interacted with 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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