

Childminder report

Inspection date: 11 February 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

The childminder develops close relationships with the children, who seek her out for comfort and reassurance. Children sit close to her and she responds warmly, providing good support for their emotional well-being. They demonstrate that they are settled and happy in the childminder's care. Children have a can-do attitude to learning. They are confident and motivated learners. The childminder has high expectations for children. She provides interesting activities that help children to gain the skills they will need for their next stage of learning. Children begin to learn about early mathematics, as they count and compare the different sizes of the towers they build. The childminder carefully joins in with children's play and introduces mathematical concepts. For example, she follows children's current interest in treasure. As children explore coloured glass pebbles, she encourages them to explore size and number. Children excitedly collect the pebbles into their treasure chest. This helps to support their fine motor skills.

The childminder provides a literacy-rich environment. Children access a wide range of books and puppets to promote their language skills. The childminder provides opportunities for children to use Makaton sign language to help develop children's confidence and communication skills. Children's behaviour is good. They quickly learn about acceptable behaviour. For example, they are encouraged to share and take turns. They start to think about how their behaviour affects each other. The childminder plans weekly trips where children have opportunities to socialise and play with other children in the community.

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

- Children have opportunities to play indoors and outside safely. They use their imagination well as they play and explore in the different environments. Children benefit from attending regular toddler groups and enjoy exploring the local community, including a local farm where they learn about the natural environment. The childminder plans experiences to help children extend their knowledge of the wider world, for example cultures, festivals and beliefs that may differ from their own.
- The quality of teaching is good. Children develop an enjoyment of books. The childminder reads to the children. She takes them on an imaginary journey as they go on a bear hunt. She introduces a range of language as they go 'up and over', 'under and through'. The childminder uses puppets and role play to retell and engage the children in the stories they have listened to. The childminder plans for children's learning well and understands the need to provide a good balance of adult-led and child-initiated activities.
- The childminder provides regular opportunities for children to practise and strengthen their fine motor skills. For example, they manipulate play dough and

build their muscle strength. They learn to hold pencils and crayons of different sizes. Children acquire the skills they will need for their next stage of learning. The childminder ensures that children can access a wide range of toys and objects which are stimulating and well maintained. Resources are accessible which helps children to make their own choices.

- The childminder makes regular and accurate assessments of each child's progress. She knows the children well and uses what each child can do to plan their next steps precisely. She has a good understanding of the curriculum and how this can successfully provide what children need to learn next. However, the childminder does not provide specific details about the children's learning to support parents to continue their children's learning at home.
- The childminder gets to know children and their families very well from the start. Good settling-in procedures support children to feel secure when they first begin to attend. Information is shared by parents; this helps the childminder to follow routines from home and ensure that children's individual needs are met. Parents are happy, and speak highly of the care that their children receive. They say that they are very happy with the educational experiences that their children receive.
- The childminder supports children to learn and manage their own personal care. Older children become more independent. The childminder recognises signs when children are tired or upset. She takes time to settle children in a safe environment. The childminder continually praises children for good behaviour and they smile when they do 'good counting' and 'good listening'. Older children show kindness to younger children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her child protection knowledge up to date. This has given her a good insight into wider safeguarding issues, such as the 'Prevent' duty. The childminder has a good understanding of the signs and symptoms that may indicate that a child is more vulnerable to risk of abuse. She is familiar with the local procedures to follow in the event of a concern about a child in her care. The childminder ensures that she supervises children at all times by keeping them within sight or hearing. She talks confidently about her policies and procedures, and how they help to keep children safe.

What does the setting need to do to improve?

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

- improve the quality of information parents receive about their children's progress, to maximise opportunities for parents to support their children's learning at home.

Setting details

Unique reference number	EY103042
Local authority	Dudley
Inspection number	10073018
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 February 2016

Information about this early years setting

The childminder registered in 2001 and lives in Halesowen. The childminder provides care all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Beverley Devlin

Inspection activities

- A tour of the premises was completed. The inspector took account of how the childminder makes an assessment of the environment to minimise any hazards to children.
- An observation of a planned activity took place. Following this, the childminder evaluated her practice and the impact that teaching has on children's learning with the inspector.
- The inspector sampled a selection of documentation, including children's records and assessments. She also looked at evidence of suitability checks on adults living at the premises.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She took account of the written views of parents whose children attend the setting.

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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