

# Childminder report

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Inspection date: 20 February 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and relaxed in the childminder's care. They enjoy sitting close to her to share a book, and can finish off the sentences of their favourite story. This helps children to learn some early reading skills. Children are not yet supported to recognise and say the sounds of letters. Children are confident and feel able to express their own needs with the childminder. They say what they want to do or play with, demonstrating their ability to make choices and decisions. The childminder provides children with a good standard of care, and parents comment positively on this. The childminder is attentive to children's toileting needs to help them feel secure to use the potty to become toilet trained. Children have good manners and consistently say 'please' and 'thank you' to the childminder. They develop positive views towards other cultures and religions through the activities the childminder provides. She helps children to learn about the rich heritage of the people who live in the local community. Children are learning how to regulate their own behaviour, manage their feelings and show respect towards others. While children engage in learning well, initially, they do not always receive the encouragement they need to stay at activities for longer.

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

- The childminder communicates well with children and she uses a range of different questions. She tests out children's knowledge. Children reply, demonstrating their knowledge of colours and counting objects up to 10. The childminder provides writing materials for children to practise their early writing skills, including forming letters. She provides visual prompts of the alphabet for children to copy and say the names of letters. However, the childminder does not give enough focus to teaching children the sounds of letters to support their future reading skills.
- The childminder observes and assesses children's learning to plan activities that help children to achieve the next steps in their development. She helps children to learn the skill of taking turns through games. Children are enthused to learn initially. Over time, some children lose concentration and leave the activity. The childminder acknowledges that children that leave but does not encourage them to stay even longer to help increase their level of concentration.
- The childminder evaluates her practice well. She gathers the views of others, including local childminders and a local authority adviser, to help identify ways to develop further. The childminder identifies areas to enhance her teaching based on her curriculum intent. She manages her workload well to help minimise the time it takes to assess children's learning. The childminder shows good integrity to make her setting accessible to all children.
- The childminder has strong partnerships with parents and, where necessary, other professionals involved in children's education. She regularly exchanges

information with parents about children's learning. The childminder values the information that parents provide and uses it as part of her overall assessment of children's learning. When children start with skills and knowledge lower than expected, the childminder welcomes other professionals into her home to complete assessments of children. The childminder ensures that children have access to books at home and lends books to families. This helps children to continue their interest in reading at home.

- The childminder adapts her curriculum to meet the needs of individual children. She broadens children's experiences through daily outings, for example, to local toddler groups and physical play areas. The childminder works hard to help close gaps in children's learning. Through her curriculum she helps children to use their learning through real-life experiences. For instance, she plays a shopping game with children and then takes them to a local supermarket to apply the knowledge and skills they have gained.
- Children enjoy imaginative play. They explore a wide range of toy animals, correctly naming them. The childminder skilfully extends the children's play. She teaches them to sort the animals by type, such as animals that live on a farm and those that live in a zoo. Children enjoy acting out stories with the toys. They pretend to walk the animals into a playhouse for them to have a bath.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her home safe for children. She minimises possible hazards, for example storing her pet cat's litter trays and food bowls out of children's access. The childminder is aware of the potential indicators of concerns about children's welfare. She has an up-to-date knowledge of local safeguarding procedures, including how to report concerns about someone being drawn into radicalisation and extremism. The childminder knows how to manage allegations against those who live in the household. She completes a range of safeguarding training to help keep abreast of safeguarding issues.

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

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

- enhance the curriculum to build on children's ability to sound out the letters of the alphabet and know the letters that represent some of the sounds
- help children to extend their already good level of concentration to sustain their engagement for longer during adult-led activities.

## Setting details

<b>Unique reference number</b>	EY402727
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10071889
<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>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	5 August 2015

## Information about this early years setting

The childminder registered in 2010. She lives in Sandwell in the West Midlands. The childminder operates all year round, Monday to Friday from 7.30am to 5.30pm. The childminder receives funding to provide free early education for three-year-old children.

## Information about this inspection

### Inspector

Scott Thomas-White

### Inspection activities

- The childminder showed the inspector all the areas of her home and explained her curriculum intent.
- The inspector observed a range of activities and evaluated one of the activities with the childminder.
- The inspector held a number of discussions with the childminder. He looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

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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