

Childminder report

Inspection date:

24 February 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children enjoy the time they spend with the childminder, who provides a warm, caring and safe environment. They are happy and confident, and show a strong sense of belonging. The childminder provides children with a good range of resources and activities to support their learning. As a result, children explore their interests, showing independence as they select their favourite toys. The childminder finds out from parents about their children's routines, interests and abilities before they start. She uses this information effectively to plan for children's individual learning. Children are motivated and eager to engage in their chosen activities. The childminder takes an active role in their play and learning. For example, she plays alongside children as she sits on the floor with them while they enjoy playing with farm animals and building tall towers of bricks. Examples of their colourful artwork are prominently displayed. Children have formed good relationships with other children. For instance, the childminder teaches them to take turns and share. Children are friendly and sociable, and their behaviour is good. They demonstrate good manners as they say 'please' and 'thank you'. The childminder continually talks to the children. She describes what they are doing and introduces new words to help increase their vocabulary. Children make good progress.

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

- The childminder knows the children in her care well and can confidently talk about their capabilities. She uses her regular observations and assessments to monitor children's progress and to identify gaps in their learning. The childminder supports children's speech and language development effectively. She speaks clearly and uses repetition of language to help children say words correctly. Children enjoy listening to interactive storybooks.
- The childminder makes good use of technology resources to help children interact with music. For example, they use electronic devices to play their favourite songs. Children enjoy experimenting with musical instruments, such as a guitar. The childminder encourages children's first attempts at making marks. She provides a range of tools and large sheets of paper so they have space to experiment using both hands.
- Children learn about healthy lifestyles. For example, they know the importance of washing their hands at appropriate times. Children begin to make healthy choices when selecting what foods to eat. For example, children choose bananas, strawberries and raspberries for their snack, and show their independence as they cut up their own fruit.
- Children make good progress with their mathematical development. They are beginning to develop an understanding of mathematical concepts and use appropriate language, such as 'big', 'bigger' and 'biggest'. Children have regular

opportunities to learn about numbers and shapes through their play activities. For example, the childminder encourages children to match shapes with corresponding pegs to teach them about size and shape.

- Children take part in outdoor play regularly to make sure they get plenty of fresh air and exercise. For example, they visit local woods and parks where they can explore nature and use the play equipment to develop their balance and coordination skills. Children attend local playgroups, which provide opportunities for children to interact with others and develop their social skills even further. Children learn about their local community, which helps to develop their understanding of the world.
- Partnerships with parents are strong. The childminder shares children's learning through observations and photographs. She keeps parents updated about the care their child receives through verbal discussions and a daily diary. The childminder shares favourite books with children and parents to help support parents to read with their children and continue learning at home. However, communication and the sharing of information with other early years settings that children may attend is not consistently effective.
- The childminder regularly evaluates her practice and looks for ways to improve her provision. For example, she is currently looking at introducing a vegetable patch in the garden for the children to use. The childminder values the views of parents and welcomes suggestions on how she can support their children further. Although the childminder's skills and knowledge are good, she has not considered how to extend her teaching skills and improve children's learning through continuous professional development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is fully aware of her responsibilities to keep children safe. She is knowledgeable about child protection and wider safeguarding issues. She has kept up to date with her training and knows who to contact if concerned about a child's welfare or if an allegation is made. The childminder completes regular risk assessments to ensure the environment is safe for children before they arrive each day.

What does the setting need to do to improve?

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

- develop links with other settings that children may attend so that information about children's achievements is shared
- focus professional development on ways to enhance teaching practice to the highest level.

Setting details

Unique reference number	EY431122
Local authority	Sandwell
Inspection number	10074849
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	4
Date of previous inspection	21 June 2016

Information about this early years setting

The childminder registered in 2011 and lives in Rowley Regis, West Midlands. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- The inspector and the childminder completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and spoke to children at appropriate times during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the household.
- 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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