

# Childminder report

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Inspection date: 25 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 have good relationships with the childminder and her assistant. Children who have recently started to attend are happy and feel secure in the childminder's care. They clamber onto the childminder to cuddle and share books. Children's behaviour is good. They can share and take turns. The childminder and her assistant promote children's behaviour positively and encourage children to play pleasantly together. Children are well cared for and the childminder and her assistant are attentive to babies' individual needs. Young children have high levels of confidence. They separate happily from their parent when they are dropped off. Babies confidently move around the childminder's home and practise their physical skills, such as cruising around furniture. Children are confident communicators and enjoy singing and listening to songs and rhymes. However, children are not yet supported to make the best possible progress in their communication, language and literacy skills. The childminder and her assistant teach children the importance of healthy lifestyles. They ensure children get daily exercise, follow good hygiene routines and eat a healthy diet. The childminder has good relationships with parents. She provides resources, such as books, for parents to use at home with the children. The childminder does not always fully explain to parents how they can help their children achieve their next steps.

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

- The childminder has developed a good learning intent with a focus on children's communication, language and literacy skills. She has created a learning environment that is rich in text and photographs. These visual prompts help to encourage children to talk. The childminder has supported her assistant to undertake professional development to develop his teaching. This training has had a positive impact on some aspects of children's literacy skills. The assistant has used the knowledge he has gained to create a welcoming reading area to help encourage children's keen interest in books. The childminder and her assistant communicate regularly with the children. However, occasionally, they do not always model words to children correctly and do not differentiate between the name and sounds of letters.
- Since the last inspection, the childminder has developed the range of information she gathers from parents when children first start attending. This helps to accurately identify children's knowledge and skills from the outset. The childminder shares information with parents about children's next steps, although she provides less information about the activities and strategies to use to help children achieve these next steps. This does not precisely help parents to extend children's learning at home.
- The childminder has undertaken a comprehensive review of her own workload and that of her assistant. She has reduced the amount of unnecessary

paperwork completed while still undertaking the necessary assessments. This has helped the childminder and her assistant to identify children's next steps without delay and ensure paperwork does not interrupt time spent with children.

- Children the childminder receives funding for gain good knowledge and skills from their starting points. The childminder is helping funded two-year-olds to broaden their vocabulary, including using mathematical language to describe different sizes, such as 'big' and 'little'.
- The childminder teaches children new skills in sequence. This helps older children to build on their previous learning. For example, younger children start to develop the small muscles in their hands to grasp items, such as corks. Older children continue the development of the muscles in their hands through threading activities. This helps children to gain skills over time to support future learning, such as early writing.
- The childminder takes children on a range of outings to help broaden their experiences and understanding of the world. She identifies what experiences children have not yet had the benefit of, and what they would like to do. The childminder and her assistant take children to the beach to have the experience of buying an ice cream. They also use outings to help children learn about the different professions of people who protect us. The childminder takes children to a Royal Air Force museum to teach them about the role of military personnel.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistant teach children how to manage risks. They allow children to take risks under careful supervision, such as safely preparing fruit with a knife. The assistant explains to children how to use the knife correctly. The childminder and her assistant have a sound knowledge of how to identify and report concerns about children's welfare. The childminder has appropriate procedures to manage allegations against those living and working in the household. She ensures children are kept safe when using technology devices. The childminder and her assistant have both completed safeguarding training.

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

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

- develop the already good teaching to consistently model language and the sounds of letters to children to further accelerate their communication, language and literacy development
- provide more detailed information to parents about the activities and strategies to be used to help their children achieve their next steps in learning.

## Setting details

<b>Unique reference number</b>	EY290359
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10073428
<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>	0 to 11
<b>Total number of places</b>	12
<b>Number of children on roll</b>	23
<b>Date of previous inspection</b>	3 May 2016

## Information about this early years setting

The childminder registered in 2004. She lives in Oldbury, Sandwell. The childminder operates all year round from Monday to Friday from 6.30am to 6pm. The childminder works with a full-time assistant. She holds a relevant early years qualification at level 6 and her assistant holds a level 3 qualification. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Scott Thomas-White

### Inspection activities

- The inspector viewed all areas of the childminder's home used for minding and discussed the curriculum with her.
- The inspector completed a joint evaluation of an activity with the childminder and her assistant.
- The inspector held a number of discussions with the childminder and her assistant. 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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