

# Childminder report

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Inspection date: 26 February 2020

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<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 settle quickly, play happily and receive sensitive care and close attention. They enjoy exploring and leading their own learning through play. For example, they like role play and pretend games. They care for small dolls as they feed and put them to sleep, and pretend to make healthy breakfasts for the childminder. Children learn to play cooperatively, solve problems and work together. The childminder interacts well with them and uses positive teaching methods to extend and challenge children's learning. She uses her knowledge of child development to help her to plan exciting activities for children which support their interests. She plays alongside children, skilfully extending their learning and communication skills. Sometimes, the childminder misses opportunities to extend young children's understanding of shapes, counting and use of numbers in their play. Children develop their self-help skills well. They put on their own coats and wellington boots to go outside to explore and play games which develop their large muscles. Children are developing the skills they need for the next stage in their learning and eventual move on to school. The childminder sets clear boundaries for behaviour. Children show high levels of self-confidence and have a good understanding of what is right and wrong. For example, young children learn from an early age to share and take turns.

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

- The childminder gathers comprehensive information from parents when children first start. Parents speak positively about the childminder and say she is approachable, kind and supportive. She shares daily information with parents and invites them to contribute to their children's learning journey. This shared approach supports continuity between home and the childminder's setting.
- The childminder knows the children well. She plans activities that meet their individual learning needs and take account of their current interests. She closely monitors the progress made by children. This enables her to identify any gaps in children's learning. For example, young children delight and are focused as they explore and experiment with sensory toys and natural materials. Children use technology during play to explore an electronic steering wheel and press different buttons to control its movements.
- The childminder engages children well during planned and purposeful play. Children learn about size and colour during activities. For example, they excitedly use a variety of materials. They glue different-sized pieces of tissue paper and felt onto their pictures. The childminder offers some planned opportunities for children to develop their early mathematical skills. However, she does not always make the most of spontaneous opportunities to encourage younger children to count and recognise shapes and numbers during their play.
- Children develop good communication, language and literacy skills. For example,

they make marks with pens and crayons on paper and talk about what they have drawn. The childminder uses effective strategies to help children develop their skills. She asks questions, extends their sentences, and models new words. For instance, young children name animals and vehicles, and imitate the sounds they make. Children enjoy sitting with the childminder to look at books and join in with familiar stories. The childminder follows the children's lead when she joins their play.

- The childminder maintains her awareness of early years issues by conducting research, networking with other providers and completing mandatory training. For example, she has completed training in paediatric first aid, safeguarding and food safety. However, she does not focus her professional development enough on enhancing her teaching skills.
- The childminder has a good relationship with the local school that children also attend. She has daily conversations with teachers to help to provide continuity of care for children. This helps her to meet children's care needs effectively.
- Children enjoy a variety of visits to local community groups where they meet with other childminders and their children. This provides children with opportunities to socialise in larger groups and make new friendships. The childminder takes children on exciting outings, such as nature walks and visits to the farm. This helps to enrich children's play and learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a range of policies and procedures that underpin her good practice. She understands her responsibility to help protect children from harm. The childminder is confident in her knowledge of the signs of abuse and neglect, and knows the procedures to follow if she is concerned about a child. She is vigilant and completes regular risk assessments to ensure that the environment, equipment and resources are safe and suitable for the children to use. For instance, she carries out fire drills and talks to children about road safety. This supports children's growing awareness of their own safety and well-being.

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

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

- enhance children's understanding of numbers, shapes and counting by making the most of opportunities for children to hear and use these in their play and learning
- focus professional development more precisely on enhancing teaching skills to raise the quality of teaching even further.

## Setting details

<b>Unique reference number</b>	255009
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10072701
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	27 January 2016

## Information about this early years setting

The childminder registered in June 1997, and lives in the Smethwick area of the West Midlands. She operates her provision all year around, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 2.

## Information about this inspection

### Inspector

Nasreen Ghalib

### Inspection activities

- The inspector completed a learning walk with the childminder across all areas of the setting to understand how the early years provision and curriculum are organised.
- The inspector observed the quality of care and teaching, and assessed the impact this has on children's learning, development and welfare.
- The inspector took account of the views of parents through written feedback provided.
- A joint evaluation of a planned activity was carried out by the inspector and childminder.
- At appropriate times throughout the inspection the inspector spoke to the childminder and children.
- The inspector looked at relevant documents, including children's records, the policies and procedures, training, and evidence of the suitability of the childminder and other adults living in the household.

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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