

# Childminder report

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Inspection date: 1 December 2021

<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	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children develop a strong sense of emotional well-being in the childminder's care. They make good progress in accordance with what they already know and can do. The childminder observes children and assesses their stage of development. She uses her assessment and what parents tell her to plan so that children are challenged effectively to reach the next stage in their learning.

Children confidently make decisions about their play. Resources are stored in a designated playroom and children choose and select their favourite toys and activities for themselves. They positively engage in conversation with the childminder about whether they feel hungry and negotiate with her while deciding when they would like to eat their lunch. Children learn about healthy eating and how to take care of their teeth. They pretend to clean dolls' teeth and look at books about dental hygiene that the childminder borrows from the library. The childminder has provided toothbrushes for children to take home. They talk about making their choice in accordance with their favourite colour.

Children manage their self-care needs independently. They respond to the childminder's expectations and behave well. Children invite the childminder to join in with their play. While doing so, the childminder supports children in extending their language skills. Children talk about past and future events.

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

- Since the last inspection, the childminder made improvements to her provision that have had a positive impact on children's learning, development and safety. The childminder completes statutory training. She keeps her knowledge of early years issues up to date through online training and research, and through communication with local authority advisers and other registered childminders. The childminder challenges children effectively so that they make good progress to their next learning steps and are ready for the move on to pre-school and school.
- Children are sociable and emotionally secure. The childminder offers praise for children's efforts as well as achievements, which helps to boost their self-confidence and self-esteem.
- Children develop good handling skills, such as, being able to cut up grapes while helping the childminder to prepare fruit to eat after lunch. Pencil control is good. Children draw recognisable pictures, such as a face with eyes, mouth and hair. They commentate while drawing pictures that represent people they know. Children are learning to write their names. They select the letters for their first name and put them in the correct order. However, the childminder talks with them about the name of each letter and not the sound that represents the

letter.

- Children choose to play a game with skittles, and ask the childminder to join in. The skittles are numbered and children line them up in the correct order of one to six. The childminder asks which number she should go for when she throws the ball. She misses number six. Children tell her, 'never mind, you can have another go'. They choose the skittle that shows the number that represents their age. Children's mathematical development is supported well by the childminder. However, she does not make the most of opportunities to teach children to add and subtract when playing with groups of objects.
- Children enjoy looking at books and listening to stories. The childminder uses stories to help children gain an understanding of sequencing. For example, through re-telling a story in order, and through drawing, cutting out pictures and then putting the pictures in the correct order.
- The childminder supports children in being active. The childminder's garden is not currently secure and so she takes children out to meet with other childminders and their children, visits the park, and takes children on nature walks. Children say excitedly that they recently saw a swan sitting on a nest.
- Children gain an awareness of similarities and differences between themselves and others, and in society. For example, they learn about different traditions linked to clothes, food, music and dancing. The childminder provides dolls and books that reflect positive images.
- Parents share very positive views about the childminder's provision. They say that she provides 'a great home-from-home' and say that children 'are learning so much'. Parents are happy with the systems of communication.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs of abuse and neglect and knows the local referral procedures to follow if she has a concern. She completes training to keep her child protection knowledge up to date. The childminder identifies and successfully minimises potential risks in her home and garden. The garden is not currently being used because the childminder has decided that fencing at the end of the garden needs to be replaced. She ensures that her home is secure so that children cannot leave unsupervised and unwanted visitors cannot gain entry.

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

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

- extend the current practice for supporting children to learn how letters link to sounds
- increase the challenge for children who are ready to progress to adding and subtracting objects.

## Setting details

<b>Unique reference number</b>	EY102703
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10126211
<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 at time of inspection</b>	3 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	19 September 2019

## Information about this early years setting

The childminder registered in 2003. She lives in Birmingham and operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

**Inspector**  
Jan Burnet

## Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the provision.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning. The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed the interactions between the childminder and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of adults living in the home.
- The inspector spoke with children.
- The inspector took account of parents' views.

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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