

# Childminder report

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Inspection date: 8 March 2022

<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 greeted enthusiastically and welcomed into the childminder's home. They have a light, spacious and well-laid-out playroom to explore. Children are happy and settled. They build warm and secure relationships with the childminder and her assistants. Children have the opportunity to select from a wide range of toys and books that interest them and help them to learn through play. They are enthusiastic about an activity that is led by the childminder's assistant. Children develop language and understanding of the world as they name the farm animals, flowers and tractors hidden in the coloured rice. They recall trips to a farm as they are finding animals and discuss them with the childminder and her assistant.

Some of the children direct their own play and develop their imaginations by turning the rice containers into cupcake cases and using the animals and flowers as decorations. Children are confident, greeting visitors happily talking to them and sharing pictures they have drawn. They develop increasing independence skills by being encouraged to make their own sandwiches at lunchtime. The older children show good fine motor skills while buttering their bread. Children behave well. The childminder explains to older children why some of the youngest children find it harder to share and how to help them learn. Children demonstrate self-help skills, such as helping to tidy up the playroom before lunch.

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

- The childminder is enthusiastic and has a good understanding what she wants children to learn while they are with her. She shares this enthusiasm and vision with her assistants.
- The childminder has a good understanding of child development and the curriculum. She plans interesting and enjoyable activities. However, the organisation of some adult-led activities does not always promote older children's concentration skills.
- Children settle well and the childminder spends time developing good attachments with them to support their personal, social and emotional development. She asks parents, where possible, to complete three settling-in visits and more if children require extra. The childminder also carries out home visits for the majority of children before they start.
- The childminder shares information about children's development and the planning for their next steps with parents, including what parents can do at home to support their child's learning.
- The childminder provides parents with weekly electronic communication. This helps to keep them informed about what their child has been enjoying and learning.
- Activities are a cohesive mixture of child-centred and adult-led play and activities

appropriate to the stage of children's development. This helps children make good progress. They are well prepared for their next stage of learning.

- The childminder makes regular assessments and identifies what children need to learn next. However, plans for children's future learning for mathematics could be more specific to help them make even better progress.
- The childminder encourages children to develop good independence skills. For example, they are encouraged to complete as much of their personal hygiene care as they can.
- Children develop good hand-to-eye coordination in a range of ways, such as buttering their own bread and picking up grains of rice during an activity.
- Children are encouraged to problem-solve. For example, the childminder asks for their ideas about the best way to clean up rice from the floor following an activity. Children are also asked for their suggestions about how to mend a torn page in a book. They confidently suggest that they could use sticky tape to fix this.
- The childminder consistently promotes children's communication and language skills. She does this by introducing new words to children and modelling how to speak in sentences.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of different types of abuse as well as the processes for safeguarding children within her care. She is aware of the health and safety requirements of the setting. Children are encouraged to take risks that are appropriate to their stage of development. They are supported to be independent in their personal hygiene needs and understand which parts of their bodies are private. The childminder and her assistants attend regular training with the local authority. The assistant has a good knowledge of the signs and symptoms of the different categories of abuse. She also has a good understanding of 'Prevent' duty and the whistle-blowing policy and process.

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

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

- consider further ways to develop the management and timing of activities for older children to allow them to concentrate by minimising distractions
- use assessments of children's achievements to plan even more precisely for their next steps in mathematics.

## Setting details

<b>Unique reference number</b>	EY437419
<b>Local authority</b>	Solihull
<b>Inspection number</b>	10071934
<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>	1 to 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	14 July 2015

## Information about this early years setting

The childminder was registered in 2013 and lives in Solihull. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Lynne Bishop

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- A meeting was held between the inspector and the childminder.
- The inspector looked at a selection of documentation and checked the suitability of adults working with the children.
- The inspector spoke to children, the childminder's assistant and a parent at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the childminder.
- The childminder and the inspector completed a learning walk together. The inspector observed the childminder and her assistant's teaching practice during activities.

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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