

# Childminder report

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Inspection date: 30 June 2022

<b>Overall effectiveness</b>	<b>Requires improvement</b>
The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Requires improvement</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Inadequate

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

### **The provision requires improvement**

The childminder does not ensure that all children receive high-quality teaching experiences. For example, there are multiple occasions where assistants do not interact or engage with children as they play. This impacts on the progress children are able to make in their learning from their starting points. There are occasions where children want to share their success as they complete a task, such as when they thread cereal onto pipe cleaners, and they receive some response from the childminder. There are some positive relationships between the children and the childminder. Children demonstrate that they feel safe at the childminders. For example, babies regularly stretch out to the childminder for cuddles.

Children enjoy exploring the outdoors. For example, they have fun as they make marks in the soil using twigs. However, the childminder does not ensure that activities provided for children are stimulating enough or build on what they already know and can do. This results in occasions where children's attitude towards their learning changes as they stop engaging in purposeful and meaningful play. That said, children generally behave well. For example, they share the rules, such as waiting by the wall before they start their walks.

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

- The childminder does not ensure that all children receive high-quality teaching and learning experiences. As a result, children are not well supported to make good enough progress in their learning from their starting points. That said, the childminder is on a journey of improvement. For instance, she has developed her knowledge of safeguarding, sharing information with others and record keeping.
- Although the curriculum covers all areas of learning, it lacks depth. Despite the childminder accessing training which has supported her to make some changes to the curriculum, she does not ensure that her curriculum is ambitious or challenging enough to effectively build on what children know and can do. Consequently, children do not have enough opportunities to engage in meaningful and purposeful play.
- The childminder places focus on supporting children's language development. She reads stories with lots of excitement and enthusiasm. The childminder talks about the pictures in the story and asks older children questions about what is happening. Older children communicate well and share their thoughts about the pictures in the story.
- The childminder is supported by an assistant. Although the childminder ensures that the assistant attends training, such as safeguarding and first aid, she does not use supervisions to focus on raising the quality of teaching to the highest level. As a result, the quality of teaching that children receive is variable.
- The childminder is inclusive and offers a service that is accessible to all. Children

are polite and show high levels of care towards each other. For example, they willingly offer to help each other put on their wellingtons. The childminder plans activities for the children to celebrate different festivals throughout the year. However, she does not use this as an opportunity to teach children about the diversity of the wider world, looking at their similarities and differences.

- Children are provided with lots of opportunities to learn how they can keep their bodies healthy and clean. For instance, the childminder reminds them to use soap as they wash their hands. She also encourages children to wipe their noses and to cover their mouths as they cough. Children are provided with lots of opportunities to get physical. They enjoy their trips to the park as they confidently climb up the different play equipment until they reach the top.
- Parents speak positively about the childminder. She regularly shares her policies and procedures with parents so they are aware of how and who to raise complaints to. The childminder gains children's starting points from parents. She uses this information, as well as her own observations, to identify what children need to work on next in their learning. The childminder works with other professionals, such as health visitors, where there are concerns in a child's development. This ensures that children receive the right help at the right time. The childminder also provides activities that parents can use to extend their child's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has taken effective action to improve her safeguarding knowledge. Adults have a good understanding of the different signs and symptoms of abuse. They have a clear understanding of abuse, such as female genital mutilation, county lines and the 'Prevent' duty. The childminder understands the action she should take if allegations are made against her or another adult. The childminder identifies the importance of sharing information with others in a swift manner to ensure that children are kept safe from harm. This includes making referrals or gaining advice from those with statutory responsibility.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
improve the curriculum to ensure it is ambitious and challenges children in their learning	25/08/2022

develop the use of supervisions to focus on raising the quality of teaching to the highest possible level.	25/08/2022
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**To further improve the quality of the early years provision, the provider should:**

- enhance planning to ensure that children take part in meaningful and purposeful-play experiences that maximise their learning
- make better use of the opportunities to broaden children's knowledge of the diversity of their wider community; teaching them about themselves and others.

## Setting details

<b>Unique reference number</b>	2599625
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10232447
<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>	0 to 8
<b>Total number of places</b>	15
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	1 March 2022

## Information about this early years setting

The childminder registered in 2020 and lives in Sandwell. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3. She works with an assistant as and when needed.

## Information about this inspection

### Inspector

Louise Chinyuku

### Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector spoke to several parents during the inspection and took account of their 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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