

Childminder report

Inspection date:

23 August 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The childminder and her assistant are kind, approachable and caring practitioners. They are gentle with the children, which enables them to form close and trusting relationships. Children are happy, safe and settled. They enjoy looking at books on their own and listening to stories with the childminder or her assistant. They use these times to support children's language development. For example, during the inspection, children share what they know about the story of the three bears and demonstrate their memory recall very well to visitors.

Children enjoy singing songs and following the actions to songs and rhymes that are familiar to them. This helps them to understand and learn about different sounds and rhythms. Overall, the childminder supports children's communication and language skills well.

Children behave well and play contentedly alongside each other. They understand the high expectations for behaviour. The childminder and her assistant encourage them to take turns with popular toys. This helps children to learn how to negotiate with each other. Children show positive attitudes towards their learning. They direct their own play and make choices about what they want to do. Children show good concentration and are determined to achieve what they set out to do. For example, they persevere as they find the correct direction to turn the handle on the modelling press and squeal with excitement when the play dough appears through the top.

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

- The childminder has not completed the progress check for all children aged between two and three years. This means that any significant or emerging concerns to support children's future learning are not shared, in writing, with all parents. This is a requirement of the early years foundation stage. However, this does not have a significant impact on children, as the childminder has strong relationships with parents and shares information regularly.
- Overall, the childminder has a good understanding of her role in promoting children's learning and development. As a result, children benefit from a well-planned curriculum with activities that build on what individual children already know and can do. However, the childminder is still finding ways to enhance the experiences of children so that they develop a richer understanding of their community and the world in which they live.
- Children have access to resources to help them to develop their early writing skills, such as paper, pencils, crayons and chunky chinks. Young children develop their fine-motor skills. For instance, they enjoy manipulating the play dough, rolling it out and pressing cutters into it. Children notice and name the different

shapes that they can create in the dough with the cutters. During these activities, the childminder is close by. However, she misses some opportunities to use more open-ended questions with children to promote further challenge and thinking.

- Children learn clear routines, such as handwashing, before meals and after eating. They sit well at the table for healthy meals and snacks and feed themselves confidently. The childminder weaves the individual care routines of children into the day, and they can rest and sleep when they need to. This promotes children's emotional well-being and their feelings of security at the setting.
- The childminder knows the children and their families well. She shares information with parents about what children have been doing during the day and discusses any concerns that she may have. The childminder gathers as much information about what children already know and can do before they start, which helps her plan for their learning from the outset. Overall, children make good progress from their starting points.
- The childminder works closely with parents to settle new children into her care. Partnerships with parents are good. She regularly sends photos to parents of their children engaging in activities. Parents report that they are very happy with the setting's care and education, and praise the childminder for her help and support.
- The childminder has appointed two assistants who support her in her role. She has followed robust recruitment and vetting procedures and has offered them a thorough induction for the role. However, the assistants do not receive effective regular supervision to help them to continually improve and raise the quality of teaching to a higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants know the possible signs and symptoms that indicate a child may be at risk of abuse. They are aware of the local procedures they must follow to report any child protection concerns. If an allegation is made against any one of them, they know the procedures they must follow to report these concerns. They have a good understanding of how to recognise any signs that children may be at risk of harm or extremist behaviour. The childminder undertakes regular safeguarding training to keep her knowledge relevant and up to date. She keeps her assistants updated on any new requirements and legislation.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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complete two-year progress checks for all children between the ages of two and three years, to identify whether there are any concerns in their development	29/09/2022
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To further improve the quality of the early years provision, the provider should:

- use more open-ended questions with children to promote further challenge and thinking
- strengthen supervision, coaching and mentoring to help assistants to improve their practice even further
- continue to enrich the experiences available to children so that they gain the cultural capital to develop a rich understanding of their community and the wider world in which they live.

Setting details

Unique reference number	EY562412
Local authority	Dudley
Inspection number	10207673
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	6
Number of children on roll	21
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She provides childcare from 7.30am to 5.30pm, Monday to Friday, all year round, except for family holidays and bank holidays. The childminder works with assistants. She holds a level 5 qualification in childcare.

Information about this inspection

Inspector

Beverley Devlin

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 their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable for children.
- The childminder spoke to the inspector about her intentions for children's learning.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact this has on children's learning.
- The inspector spoke to the childminder, her assistant and the children at convenient times throughout the inspection.
- The childminder provided the inspector with a sample of some key documents on request, including evidence of the suitability of household members.

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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