

# Childminder report

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Inspection date: 23 August 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	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy, safe and secure in the care of the experienced childminder. They thoroughly enjoy the time that they spend with her and with the friends they have made. Older children who attend during school holidays relax and have fun. They are very aware of the needs of the younger children and harmoniously play together. Children make good progress in their learning and gain a wide range of useful knowledge and skills in readiness for school.

Children have great imaginations and the childminder plans the learning environment to enable children to develop story lines in their role play. Children add colour to cotton balls and turn them into ice creams and sandwiches, then serve these to their friends. They create voices for toy characters and re-enact familiar stories. Children confidently lead their play and make choices about what they will do.

Younger children are motivated to play, explore and to make new discoveries. The childminder provides them with good opportunities to develop their early writing skills. Younger children use chunky chinks to make marks on the floor outdoors. They enjoy using their hands to make swirls in shaving foam. Older children learn how to write their names. They concentrate as they use their fingers to hold onto thin cotton buds and practise their writing.

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

- The childminder is committed to her ongoing professional development and completes regular training to enhance her practice. Recent training helped her to identify further ways of using books to support children's mathematical understanding. The childminder reflects well on her practice and identifies areas to develop.
- The childminder has developed progressive educational programmes to help children to gain a secure foundation in their learning. She makes good use of observations of children's achievements to identify what they need to know next. She plans a wide range of interesting learning experiences that motivate children to play and learn. However, she does not plan as precisely as possible to identify how she can fully challenge children in their learning.
- Parent partnerships are effective. The childminder works closely with them to exchange information about children's progress. Parents say how much their children love attending and how they flourish in the childminder's care. The childminder works closely with parents of new children when they first start to find out about children and their needs. However, she does not routinely liaise with other settings where children previously attended to gather as much information as possible about children's achievements, to fully inform the initial

planning for their learning.

- The childminder supports children's communication and language development well. She helps younger children to practise using a variety of sounds to support their speech. For example, they learn about action words and say 'squeeze' repeatedly as they squash a pipette in their hands. They show a good understanding and follow simple instructions. Older children have a good vocabulary. They explain that shaving foam feels 'squishy' and learn what is meant by left and right.
- Children progress well with their physical development. The childminder provides them with a good range of experiences that help them to build their large- and small-muscle strength. Children concentrate as they negotiate obstacle courses. They carefully balance as they walk along beams and use scooters. They practise their hand to eye coordination as they aim balls at a target.
- The childminder is a positive role model and successfully helps children learn to manage their feelings and behaviours. She has high expectations of them and teaches them about good manners, and how to wait for what they want. Children understand the boundaries, such as waiting for the childminder before they go into the kitchen. They behave very well.
- Children develop a good mathematical understanding. They concentrate as they accurately count the number of legs on a toy centipede. They learn to recognise numbers and what these mean.
- The childminder teaches children about keeping themselves healthy. They learn about the negative impact that too much sugar has on their teeth and about good hygiene routines, such as regular handwashing. The childminder provides them with healthy meals and snacks, and children independently access their drinks.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands about signs and symptoms of abuse and about the local safeguarding partnership reporting procedures. She attends regular training, including with the local safeguarding children's partnership to ensure that she keeps her knowledge of safeguarding procedures updated. The childminder knows how to report concerns about the conduct of a colleague, such as another childminder. She completes thorough risk assessments of her home, garden and places they visit to identify and minimise hazards to children. The childminder understands how to prepare food safely to help keep children safe when they are eating.

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

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

- extend partnership working to ensure successful links with children's previous childcare provider to gather even further information about children's starting points
- strengthen planning to precisely identify where children's learning can be extended even further to help them to make the best possible progress.

## Setting details

<b>Unique reference number</b>	EY412805
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10116169
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory 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>	3
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	13 October 2015

## Information about this early years setting

The childminder registered in 2010 and lives in Halesowen, West Midlands. She operates all year round from 7.30am to 5.45pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder receives funding to provide free early education for three-year-old children.

## Information about this inspection

**Inspector**  
Anne Dyoss

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector held discussions with the childminder, interacted with children, and took into account the views of parents.
- The childminder and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The childminder and the inspector completed a joint observation of children's learning.
- The inspector sampled some of the setting's documentation, including qualifications.

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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