

Childminder report

Inspection date: 30 August 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Good
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Leadership and management	Good
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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 relaxed, happy and thrive at this friendly, welcoming setting. The childminder pays particular attention to children's emotional development and well-being. Children demonstrate they feel secure and safe through the warm and loving relationship that exists with the childminder. Children are highly motivated in their learning and play and display excellent levels of concentration. The kindness they demonstrate to each other is as a direct result of the kindness modelled and shown to them by the childminder. Children's behaviour is excellent, and they play exceptionally well together. They benefit from the extensive praise and encouragement they receive. This builds on children's self-esteem and confidence.

The childminder encourages children to develop a love of books and stories. She will identify key texts for children to engage with, building on their knowledge of characteristics of stories and engaging them in stories they know and love. The childminder displays a wide range of books that are easily accessible and meet the needs and interests of children in her care. Children regularly sit and look at books independently. The childminder understands the importance of books, stories and rhyme for children's language and literacy development.

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

- The childminder is passionate about the high levels of care and education she provides for children. She reflects on how to improve her practice and responds quickly to updates and changes in the sector, implementing what she has learnt to improve outcomes for children. The childminder networks closely with other childminders to share ideas and discuss good practice.
- Children have plenty of access to fresh air and exercise. The childminder ensures children's physical skills are very well supported. For example, children dance, move and respond to music. The childminder encourages children to place their hand on their heart to feel it beating faster after exercise.
- Children make good progress with their communication and language. The childminder introduces a variety of new vocabulary during play. For example, while children are building with blocks, the childminder explains why it keeps falling over. She says, 'you need a good foundation, a strong base so it doesn't fall.' However, children with emerging speaking skills may benefit from even greater consistency in the modelling of shorter sentences. This would ensure that the assessment of children's understanding is sharply focussed, while also ensuring that children hear these words in isolation.
- Children learn about their emotions and talk about feelings with each other. They learn they are unique and celebrated individuals. For example, while making handprints on paper, the childminder explains how fingerprints are unique to them. 'Look at these lines, no one else in the whole wide world has

the same fingerprints as you,' she says.

- The childminder is gentle and supportive when attending to children's care needs. She encourages children to be as independent as possible, providing lots of praise when they complete tasks. For example, pulling up their own trousers after a nappy change. Children are provided with fresh, nutritious food at mealtimes.
- Children with special educational needs and/or disabilities (SEND) make good progress. Children are referred swiftly to external agencies to ensure they make the best possible progress. The childminder works well in partnership with a variety of professionals. She is proactive in contacting and sharing information with any professional that works with children and families.
- The childminder offers a broad and balanced curriculum to the children in her care. She knows children very well and can confidently explain what children know, what she wants them to learn and how she will do this. She gathers useful information from parents when children start and uses this information to plan meaningful and interesting activities to engage and motivate them. However, the childminder could extend opportunities even further for children to freely select their resources and make their own choices.
- Parents share that they are very pleased with the progress their children make. The childminder ensures she communicates regularly and knows families very well. She shares her observations of children's learning through diaries, photographs and daily conversations.

Safeguarding

The arrangements for safeguarding are effective.

Children are very well supervised and regular risk assessments are undertaken to keep children safe. The childminder can identify the signs and symptoms of abuse and knows what to do and who to report to should she have any concerns. The childminder can answer questions on a variety of scenarios, demonstrating her understanding of how she keeps children safe. Regular fire drills take place and children can explain to the inspector what they do and where they go when practising a fire evacuation. The childminder supports children to keep themselves safe. For example, children explain how to cross the road safely. They state, 'no running and no talking, and we hold hands.'

What does the setting need to do to improve?

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

- further consider opportunities to fully support children to make even more choices for themselves to support their independence
- make the most of all opportunities to consistently model language to help children develop their speaking skills even further.

Setting details

Unique reference number	EY344492
Local authority	Worcestershire
Inspection number	10116114
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 April 2016

Information about this early years setting

The childminder registered in 2000 and lives in Stourbridge, West Midlands. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gwyneth Keen

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 provision.
- The childminder and inspector completed a learning walk together. The childminder shared with the inspector what she wants children to learn and how she will do this.
- The childminder and inspector carried out a joint observation.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector read correspondence from 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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