

# Childminder report

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Inspection date: 22 August 2022

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<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 demonstrate that they feel safe and happy in the calm and loving atmosphere created. They independently explore their learning environment with continuous support from this kind and caring childminder. The environment is carefully planned to reflect children's current interests and stimulate their thinking skills. The childminder knows children well. She regularly assesses and monitors children's progress to identify gaps in their learning. She communicates effectively with parents by reporting on children's recent achievements and progress. This helps children feel secure and develops consistency in their daily activities.

There is a strong emphasis on extending children's literacy and mathematical skills through exciting activities. For example, children investigate and predict the cars' speed using ramps in the garden. Next, they excitedly measure each vehicle's distance and explore the number it lands on. The childminder engages children in meaningful conversations. This helps children to express their opinions confidently and become skilful communicators.

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

- The childminder responds to children well. She comments on what children are doing while interacting with them and emphasises their positive behaviour. This helps children to develop their communication skills and increase their self-confidence.
- The childminder plans a curriculum based on children's interests and developmental stages, and adapts activities to promote learning. For example, while building a bridge, she introduces positional language and counts steps to enhance children's understanding of mathematics. Children use newly acquired words and mathematical skills well to develop their play further.
- The childminder models language well and explains to children the consequences of their actions. For example, she talks with them about what could happen in case of an accident on a bike. This helps children to use equipment purposefully and make safe choices during their play.
- The childminder encourages children to express themselves as they experiment with the resources available. For example, during a painting activity, children develop their small and large muscles, speak confidently in a group, and enhance their imagination.
- The childminder encourages children to be independent generally well, and children gain confidence in managing their personal needs. However, on some occasions, for example, during routine activities such as tidying up, the childminder does not fully promote children's sense of responsibility for their immediate environment. Children are not given enough opportunities to manage some tasks for themselves.

- During snack time, children are given fruit cutters to support the development of their handling and coordination skills. Children are skilful in using the cutters and arranging the fruit on their plates.
- The childminder promotes equality and diversity. This is reflected in the multicultural resources accessible to children and in children's respectful behaviour towards each other. The childminder encourages children to participate and choose their daily activities. This helps children feel valued and teaches them that their choices are respected.
- The partnerships with parents are effective. Parents comment on the childminder's passion for teaching. They are pleased with their children's progress and the stimulating activities planned for their children.
- The childminder has a clear vision of providing quality care and education to all children. She regularly attends mandatory training and keeps up to date with any changes to legislation. However, she is yet to identify opportunities for further professional development and to increase her confidence, to help her enhance the quality of the service she offers.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding procedures and knows what to do if she has concerns about a child's welfare. She keeps herself up to date with local authority safeguarding guidance. The childminder recognises the importance of identifying signs that children are being drawn into situations that could put them at risk. She talks confidently about the dangers of radicalisation and the role of promoting values in the early years. The childminder's home is organised and maintained well and is safe and secure. She ensures that the resources are regularly checked and takes steps to reduce potential risks to keep children safe.

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

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

- enhance ways to support children to become increasingly independent in managing routine tasks for themselves
- build on opportunities for professional development and help advance the quality of the service offered to children and their families even more.

## Setting details

<b>Unique reference number</b>	EY480014
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10231899
<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>	2 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	0
<b>Date of previous inspection</b>	7 September 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Oldbury, Sandwell. She operates Monday to Friday, all year round. Sessions are from 7.30am to 7.30pm.

## Information about this inspection

### Inspector

Anna Makowska

### 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 childminder.
- The inspector carried out a learning walk with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- The childminder provided the inspector with a sample of key documentation on request, including recent professional training.

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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