

Childminder report

Inspection date:

8 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 receive a warm welcome by the caring childminder. They benefit from the spacious and well-organised environment. Children are happy and excited to know what activities are ahead of them and happily share their experiences from home with the childminder. From the beginning of the day, children are independent and engrossed in stimulating activities which are prepared for them with care. Children access and explore exciting resources effortlessly and confidently. They demonstrate resilience if they encounter difficulties and show determination during play.

The childminder has high expectations for all the children attending and differentiates teaching according to the children's current needs. For example, young children learn to recognise colours and use small movements to connect puzzles, while older children learn to recognise and name young animals. Children focus on planned activities that are relevant to their interests. They find ways to solve problems and challenges the childminder sets up for them. The curriculum is sequenced well and reflects children's interests, developmental stages and next steps. The childminder has a coherent vision of what children may need to learn before moving to school. She is aware of the impact that the COVID-19 pandemic has had, and has focused on children's social skills and interactions to support them in managing their emotions.

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

- The childminder is attentive to children's needs and engages them in meaningful conversations. She skilfully introduces new words, such as 'plasticine', to help children expand their vocabulary. Children talk freely about their past experiences. However, on some occasions, the childminder gives them the answers to the questions she asks before they have had time to think about how they want to respond.
- The childminder encourages children to learn new rhymes and songs. Children enjoy singing songs they have made up themselves. They know a vast number of rhymes, and this helps to support their communication and language skills.
- There is a strong emphasis on fostering children's problem-solving skills and the use of mathematical language across different areas of learning. Children are creative in devising problems and solutions during games and routine activities. For example, young children categorise and match puzzles in pairs, and older children count the total number of puzzle pieces as well as the total number in pairs.
- The childminder encourages children to play imaginatively and create role play scenarios with their friends. For example, when children are baking in the home corner, she asks whether they think it could be a muffin or a sponge. This helps

to challenge and extend children's learning.

- The childminder promotes positive behaviour, for example by setting reasonable rules and expectations that support children's healthy eating habits and safety practices during mealtimes. However, at times, she does not provide the children with an explanation of why she sets out those rules.
- Partnerships with parents are effective. Children benefit from constantly new experiences due to a good exchange of information between parents and the childminder. For example, when parents mentioned their children's interest in animals, the childminder organised a trip to the zoo. The good partnerships help her to tailor the educational plan to children's individual needs.
- The childminder promotes children's understanding of different cultures and what makes them unique. Children display respectful behaviour towards each other.
- Children benefit from physical activities indoors and outdoors that support their growth. They demonstrate good control and management of both large and small movements.
- The childminder conducts regular safety checks to ensure children are safe in her house. She takes account of the impact of the COVID-19 pandemic on children's development. The childminder encourages children to independently wash their hands frequently to keep themselves safe.
- The childminder has a good working knowledge of policies and procedures that underpin her practice. She confidently discusses relevant updates and adjustments she makes to her practice as a result of reviewing them regularly.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps herself up to date with local authorities' guidelines and procedures for keeping children safe. She clearly recognises signs that a child might be at risk of harm and understands the procedures to follow should she have concerns. The childminder attends all mandatory training regularly, for example paediatric first-aid training, to ensure children are safe in her care. She regularly carries out safety checks and monitors children's resources to ensure they are suitable to use. The childminder's house is clean and organised, and free from potential hazards that might put children at risk of harm.

What does the setting need to do to improve?

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

- develop practice for teaching children about the rules that keep them healthy and safe
- focus teaching more sharply on giving children enough thinking time to decide what they want to say when they are asked questions.

Setting details

Unique reference number	EY384789
Local authority	Sandwell
Inspection number	10074182
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	24 to 36
Total number of places	6
Number of children on roll	11
Date of previous inspection	18 July 2016

Information about this early years setting

The childminder registered in 2008 and lives in Rowley Regis, West Midlands. She operates from 7.30am to 7.30pm Monday to Friday all year round, except for family holidays. The childminder holds an appropriate qualification at level 3.

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 setting.
- The inspector spoke with the childminder and children at appropriate times and carried out a joint evaluation of the teaching and learning.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, including evidence of the recent training and suitability of people living in the household.
- The inspector took account of parents' 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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