

# Childminder report

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Inspection date:

26 September 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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children have close relationships with the childminder and her assistants and enjoy their company in this relaxed and safe environment. Children are curious and move around the room deciding what to do. For example, children solve problems as they make ramps and bridges for their dinosaurs. They play well in groups and enjoy their independent play. Children sort the ducks by colour and enjoy gathering them together and the childminder follows their lead well. Babies are equally as well engaged as they play alongside others and enjoy the company of adults.

All children are motivated by what is on offer. For example, children are eager to play with the edible foam made from cream and tinned chickpeas water. They delight in the sensory experience and think about how it feels. Outdoors, babies, in particular, are intrigued by the pet ducks and point and make sounds and their communication skills are supported well. Children are active learners. For example, the oldest children play with the sand making sandcastles and talk to each about how full their buckets are and about their creations. Babies are extremely confident as they use the wheeled toys and balls.

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

- The childminder successfully works with two assistants and carefully plans an educational programme, which is centred on the changing seasons, various topics and children's interests. She places a clear focus on offering rich opportunities for children to be creative and imaginative. Children's play and interests are used successfully to teach children and help them progress.
- There are effective systems in place to ensure parents are kept up to date about their children's daily care and progress. Parents value the childminder's support on any parenting issues they experience and the systems in place to manage any medical needs. They report their children are progressing very well and the range of experiences on offer impresses them.
- The childminder works closely with the assistants to ensure they are clear about their roles and responsibilities. They speak highly of the childminder and the support they receive. The childminder works directly with her assistants but does not often enough monitor the quality of their teaching to help raise practice even further. For example, on occasions her assistants focus too much on counting and colours rather than providing children with rich language during their interactions.
- The childminder places a clear focus on supporting children's communication and language during her interactions. For example, she uses singing and introduces new vocabulary, concepts and ideas as she plays with children. Puppets are used successfully to engage children during story sessions. However, on occasions the childminder does not plan well enough for the needs of babies

during whole group story sessions and they lose interest.

- The programme for understanding of the world is strong. The childminder provides good meaningful experiences for children to learn about the natural world and animals. For example, children follow the life cycle of trees, butterflies and chicks and learn how to care for the pet ducks. Children talk about their own families and respect any differences. For example, some children are bilingual and the childminder learns key words in their home language to help them settle.
- Promoting children's physical development is a key priority. Children learn that exercise is good for their bodies. For example, children take part in yoga sessions and thoroughly enjoy outdoor physical activity. The childminder teaches children about the importance of good oral hygiene and limiting sugar in their diet.
- The childminder and her assistants manage the mixed-age group well to keep children safe. The older children learn to show care and concern for the babies and they enjoy each other's company. The childminder encourages children to talk about their emotions and there are clear behaviour boundaries in place. Children behave well and feel safe.

## Safeguarding

The arrangements for safeguarding are effective.

All adults living in the household and working on the premises are vetted and suitable. The childminder and her assistants have a good understanding of child protection issues and the procedure to follow if they have a concern about a child. Assistants benefit from regular supervision sessions to ensure their knowledge is up to date and their ongoing suitability checked. There are effective risk assessments and daily checks carried out to ensure the home and garden are safe. There are clear procedures in place to keep children safe on outings. For example, children wear high-visibility jackets and learn about road and water safety when they visit the local brook.

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

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

- monitor the assistants more often to help them identify how they can enhance the quality of their teaching even further
- plan more effectively for the needs of the youngest children during whole group sessions, such as story time, to help maintain their attention.

## Setting details

<b>Unique reference number</b>	EY436949
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10235606
<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>	0 to 10
<b>Total number of places</b>	18
<b>Number of children on roll</b>	19
<b>Date of previous inspection</b>	5 December 2016

## Information about this early years setting

The childminder registered in 2011 and lives in Smethwick. She operates all year round from 7.30am until 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. She provides funded education for three- and four-year-old children.

## Information about this inspection

### Inspector

Parm Sansoyer

### Inspection activities

- This is the first 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 the evaluation of the setting.
- The inspector and the childminder completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation and held discussions with the childminder and her assistants.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household and working on the premises.
- The inspector took into account the views of parents.

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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