

# Childminder report

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Inspection date:

20 September 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children happily explore a wide range of resources that are accessible to them. They express delight as they curiously investigate how things work, developing their resilience and problem-solving skills. The childminder generally carries out risk assessments of the premises. For example, she recognises that her garden is not currently safe for children to use. However, she sometimes leaves the internal door leading from the main playroom open when she goes to the kitchen to wash her hands. As a result, younger children occasionally have access to the stairs.

Babies core strength and physical skills develop as they crawl, pull themselves to stand, and balance using the sturdy furniture provided. They practise their new-found skills and proudly walk around the room supported by the childminder. Children have daily opportunities for outdoor play to develop their physical skills at local parks and woodland spaces. Opportunities to develop children's understanding of the world are provided as children visit zoos, parks, historic properties and gardens. An autumn themed scavenger hunt in the woods provides an opportunity for children to explore the changing seasons.

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

- The childminder ensures she gets to know children well before they join her. She discovers their likes, dislikes, interests and developmental stages through discussions with parents. This enables the childminder to build on what children already know and can do. She plans activities that follow children's interests to ensure children make good progress.
- The childminder has a register showing the names of children who have attended in recent weeks and their hours of attendance. However, she does not ensure that previous registers are available for inspection to show how many children she has had on roll previously.
- The childminder builds close nurturing relationships with children and has cared for many generations of some families. She recognises children's individual needs and routines. Children approach the childminder when they are tired or need reassurance. The childminder listens and understands the various ways children communicate. She responds to their needs, offering comfort and reassurance.
- Children happily babble and communicate with the childminder as she plays at their level. However, the childminder does not always effectively extend children's communication and build on their vocabulary to fully support their language development.
- The childminder works in partnership with parents to ensure personal care routines follow what children do at home. Children are comforted as they drift off to sleep with a cuddle and their favourite toy. The childminder takes pride in

providing a family environment. One parent describes the childminder as reliable, caring, flexible and being 'the extra pair of hands' she needs.

- Good health is promoted through safe hygiene practices. Topics, such as 'Harvest', provide opportunities for children to learn about healthy and unhealthy food choices. The childminder provides all snacks and meals for children, managing allergies and food intolerances to keep children safe. Water is accessible for children to drink throughout the day to promote oral hygiene.
- Independence is encouraged, for example babies learn to feed themselves and older children help to prepare their own sandwiches at lunchtime. Children are encouraged to take care of their environment. Even the youngest children respond with enthusiasm when they hear the tidy-up song and help pack toys away.
- The childminder has completed some training and networks with other childminders. However, she does not always consider ways to continue her own professional development to further improve her practice.
- The childminder has close community links with the local nursery and school. Children visit music sessions, playgroups and soft-play activities. They become familiar with local school grounds and staff during school drop off and collection times. This all helps with smooth transitions to school.

## Safeguarding

The arrangements for safeguarding are effective.

The setting is secure and the childminder has safe collection processes in place to ensure children's safety. All toys and resources in use by the children are safe and well maintained. The childminder demonstrates a sound knowledge of safeguarding. She is aware of the four main signs of abuse and procedures to follow if she has any concerns, along with an understanding of the 'Prevent' duty guidance, female genital mutilation and county lines. The childminder ensures safe use of technology and understands the importance of keeping children safe online.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure that records are easily accessible and available for inspection	28/10/2022
ensure ongoing risk assessments are completed to avoid potential hazards, minimise risk and keep children safe.	21/10/2022

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

- consider ways to support and enhance children's communication and language development
- seek professional development opportunities to further develop the provision and improve outcomes for children.

## Setting details

<b>Unique reference number</b>	EY319114
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10231743
<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>	1 to 4
<b>Total number of places</b>	8
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	26 September 2016

## Information about this early years setting

The childminder registered in 2006 and lives in Bearwood. She operates from 7.30am to 6pm, Monday, Wednesday, Thursday and Friday and 7am to 6pm on Tuesdays, all year round, except for bank holidays and family holidays. The childminder is able to provide funded early education for three-year-old children.

## Information about this inspection

### Inspector

Sharon Wilcox

### 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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and evidence of the suitability of persons living in the premises.
- The inspector viewed feedback 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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