

Childminder report

Inspection date: 10 October 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 settle well into the setting. They bond well with the childminder and her assistants, smiling and wanting to interact with others. Children receive nurturing support and encouragement in everything they do. They are proud of their achievements and have big smiles on their faces. For instance, children finish their craft activity and proudly show the childminder and her assistants what they have made.

Children develop good behaviour and social skills and learn to take turns and share. For instance, babies giggle while happily exploring their environment and sharing resources with the childminder. Toddlers role play making breakfast and share it with others. They learn to engage and interact with others in a kind way.

The childminder and her assistants encourage children to follow their interests. They have ample opportunities to select their own resources. Children choose from an array of musical instruments. They explore different ways of using them and begin to listen to the different sounds they make. Babies shake maracas and hold tools to bang the keys of a xylophone.

Children develop incredible fine motor skills. They choose their own resources while exploring textures and colours to make their own craft. Babies learn how to grasp and gain control as they hold blocks to build a tower. While using stacking pots, toddlers explore balance, capacity and size.

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

- The childminder completes various relevant training to help improve her practice. She continually supports her assistants to better educate them about learning and development. The childminder and her assistants frequently discuss ways to improve the setting and progress children further. The childminder embeds the children's next steps into everyday activities. Children receive a good-quality education and are eager to learn. However, the childminder does not have a high level of knowledge and skill to plan a fully ambitious curriculum. This means that children's long-term learning does not always follow a sequence for excellent progression.
- The childminder interacts well with the children, sitting at their level and modelling play. She frequently uses repeated single words and descriptive words to enhance children's communication and language. The childminder is enthusiastic and engages children well in story sessions. Babies turn pages and move flaps in sensory books to look at the variety of pictures. Children get to visit a library with the childminder and have a story read to them by an actor. They engage for long periods of time. Toddlers sing and dance to nursery

rhymes and begin to sing the words.

- The childminder provides children with some opportunities they may not receive at home. For example, they visit the park together to climb, run and use a swing. Children learn about some similarities and differences in their community. Children play with role play dolls, using walking sticks to help them walk and talk about their possible disabilities. However, the childminder is yet to consistently provide children with a wide enough range of experiences to fully develop their understanding of the world around them.
- The childminder provides healthy, nutritionally balanced meals and snacks throughout the day. Children choose their own fruit at snack time and discover new foodstuffs that they might not try at home. Babies begin to eat finger foods and feed themselves independently. Older children learn about germs and how to wash their hands. Children have frequent opportunities to be physically active in the garden.
- The childminder believes in maintaining strong bonds with the children's parents. She obtains rigorous information about a child when they first attend the setting, working with parents to help to understand their starting points and next steps. She asks parents about their interests to help children settle quickly. Parents receive information in the form of a daily diary and next steps, which promote the extension of learning at home. Parents feel supported and educated in their children's journey.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's safeguarding knowledge is strong. She supports her assistants in knowing their roles and responsibilities in safeguarding children. They are aware of signs and symptoms that may indicate a child is at risk of abuse. The childminder and her assistants are vigilant to other child protection matters, such as radicalisation and female genital mutilation. They receive frequent updates about safeguarding and local concerns from their local safeguarding hub. The childminder and both assistants are all trained in paediatric first aid and understand the actions that need to be taken in case of a medical emergency. They have protocols in place for emergencies and are vigilant to reducing risks in the children's environment.

What does the setting need to do to improve?

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

- develop further professional development to support the delivery of a coherently planned and sequenced curriculum
- enhance further the experiences available to children so that they gain a rich understanding of the world in which they live.

Setting details

Unique reference number	EY316453
Local authority	Sandwell
Inspection number	10234971
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 8
Total number of places	12
Number of children on roll	4
Date of previous inspection	9 January 2017

Information about this early years setting

The childminder registered in 2005 and lives in Smethwick, in the West Midlands. She has two assistants and works full time with her husband and, occasionally, with her daughter. The childminder operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Sophie Van Harten

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 provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- 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 has on children's learning.
- Parents shared their views of the setting with the inspector.

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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