

Childminder report

Inspection date: 18 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 are happy and settled in this well-organised and safe space. They develop very warm relationships with the childminder and enjoy her interactions and company. Children behave well and know the routine. For example, children enjoy listening to the 'days of the week' song and are eager to put the pictures on the weatherboard. They are motivated by what is on offer and the childminder skilfully uses their interests to extend their learning. For example, children delight in putting the counters into the grid and consider concepts, such as 'in', 'out', 'full' and 'empty' as they play. They begin to show a real fondness for language and enjoy repeating new words and the sounds they hear.

The level of teaching is skilfully pitched at the correct level and children show good levels of interest. On the occasions when teaching is excellent, children show extremely high levels of engagement. For example, children are encouraged to consider the size, weight and colour of the various pumpkins and how they can make sounds with them. Children delight in patting the pumpkins and use wooden spoons to tap them and consider how they vary in colour and pattern. Later, children are absorbed in painting the pumpkins to make their creations.

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

- The well-qualified and experienced childminder makes good use of any available training opportunities to help extend and increase her skills. She has undertaken training in supporting children's communication and language development and this is having a very positive impact on her work with children. For example, on occasions, the childminder's interactions with children to support their communication and language skills are excellent.
- The childminder uses an effective assessment system to help her identify children's starting points and their ongoing next steps in learning. She uses this information well to quickly identify any children who may benefit from additional support, and works closely with parents to meet their needs.
- The childminder provides a rich educational programme around children's interests and skilfully combines the changing seasons and a range of interesting topics. She successfully incorporates books and songs into the curriculum to engage and motivate children to learn. The childminder confidently combines mathematical and literacy opportunities during the daily routine and as children play.
- Partnerships with parents are strong. They report they value the childminder's guidance on how they can support their children at home. For example, she offers advice on issues, such as potty training, behaviour management and feeding. Parents receive detailed progress reports about their children's development and their next steps in learning to help them make progress.

- Promoting children's communication and language skills is a clear priority. For example, the childminder uses a screening system to assess each child's communication and language development when they first start, to help identify need early. She uses a range of effective strategies to help children communicate. For example, she places a clear focus on providing a rich language environment and interactions, which are age-appropriate for children.
- Children have good first-hand experiences to learn about living things and the natural world. For example, children help feed the pet rabbit daily and have planted cress seeds, herbs, tomatoes and strawberries. They identify birds and learn about the life cycle of trees. However, the childminder plans few opportunities for children to learn about their local community, to further extend their understanding of diversity.
- Fostering children's emotional well-being and promoting their health is given good regard. The childminder provides a relaxed and nurturing environment and is sensitive to the needs of children. She teaches them about the benefits of eating a healthy diet to help promote their good health. They have daily opportunities to be outdoors in the fresh air. However, the childminder does not plan enough opportunities for children to use steps and climb, to help further extend their physical development.

Safeguarding

The arrangements for safeguarding are effective.

All members of the household are vetted and suitable. The childminder has a good understanding about the types and signs of abuse and the procedure to follow if she has a concern. She recognises the importance of working with other professionals and agencies to support children's education and welfare. She carries out daily checks to ensure her home is safe and clean. There are effective systems in place to keep children safe on outings. Older children are taught about the risk of the internet and social media. She helps children learn about respecting their own and others' bodies and the need for personal space.

What does the setting need to do to improve?

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

- strengthen the programme for understanding of the world in relation to teaching children about diversity
- provide increased opportunities for children to use steps and climb, to help further support their physical development.

Setting details

Unique reference number	EY458194
Local authority	Sandwell
Inspection number	10236070
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	17 January 2017

Information about this early years setting

The childminder registered in 2013 and lives in Smethwick, West Midlands. She operates all year round, from 7.30 until 6pm on Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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 their 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 looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector carried out a joint observation and held discussions with the childminder.
- 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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