

# Childminder report

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Inspection date: 7 October 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 settle well and demonstrate that they feel safe and secure in the childminder's care. They benefit from the childminder's warm, caring and nurturing environment. The childminder learns about children's care routines and interests before they start. She collects this information from parents and from any previous settings the children have attended. The childminder uses this information to not only help meet the needs of children promptly while in her care, but also to support her to build an ambitious curriculum which meets the needs of all children.

Children behave well. The childminder has high expectations for children's behaviour, encouraging them to take turns and share resources. This helps children to respect and value the needs of others. Older children are given additional responsibilities. They encourage younger children to recognise shapes and colours while playing with play dough, help to set the table for the next activity and show younger children where to put resources during tidy up time. Children take pride in their achievements and the praise they receive from the childminder. This builds children's self-esteem and helps them to develop confidence in their own abilities during their time with her.

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

- The childminder works closely with other settings within her local community which the children in her care also attend. She shares children's interests, the topics they learn about and the next steps that they are working towards. This ensures children are supported to develop to their full potential, not only during their time with the childminder but also at the other settings they attend.
- The childminder takes time to continually develop her knowledge on child development, the statutory framework and children's health and well-being. She reflects on her practice daily, looking at what went well and what could have been done differently. However, she does not consistently adapt activities to ensure children are fully engaged in their play and learning.
- Parents are extremely complimentary of the childminder. They praise her for the level of care and education she gives the children. Many children have siblings who have previously been cared for by the childminder, or siblings who are about to start. This shows the ongoing positive relationships that are formed between parents and the childminder. Parents confirm they enjoy receiving updates of their children's development and see photos of what they have been learning each day.
- Children enjoy engaging with the childminder in purposeful conversations. While reading a book about how different we are, the childminder gives all children a mirror and encourages them to describe what they see. However, the childminder does not provide children with the time to respond to instruction to

further their understanding and enhance learning even further.

- The childminder encourages children to make healthy choices. During mealtimes, she discusses the foods children eat which are healthy for them and shares the reasons why. Children are offered a calming area to sleep or rest. The childminder closely monitors sleeping children to ensure their safety at all times.
- Children enjoy developing their literacy skills and a love of books. For example, when children ask to read the story of 'The Very Hungry Caterpillar', the childminder includes all children, offering them their own copy of the book. Children are encouraged to turn the pages and describe what is happening on each page. The childminder often takes the children to the local library, supporting all children to explore a wide variety of literacy.
- Children enjoy lots of outdoor activities. They learn about the natural world around them as they enjoy trips to the local woods. They use magnifying glasses to hunt for minibeasts in their natural habitat.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibilities in relation to child protection. She is aware of the signs and symptoms that may indicate a child is at risk of harm and understands how to report any concerns. She keeps her knowledge up to date through completing regular training. The childminder regularly assesses her home for hazards to help keep children safe. She encourages children to risk assess their own activities and actions. The childminder holds an up-to-date paediatric first-aid certificate.

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

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

- consider how activities are planned and organised to ensure children are fully engaged in their learning and play
- provide children with the time to respond to instructions to enhance their understanding and learning even further.

## Setting details

<b>Unique reference number</b>	EY462700
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10236181
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	14 November 2016

## Information about this early years setting

The childminder registered in 2013 and lives in Rowley Regis. She provides care all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Freya Marskell

## 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 provider and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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