

# Childminder report

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Inspection date:

6 December 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**

Positive relationships are evident between the childminder and the children in her care. Children receive a home-from-home learning experience. For example, they have responsibilities to help set up the environment, such as decorating the Christmas tree. The childminder has high expectations of children, and she encourages supportive behaviours. In turn, children demonstrate a strong desire to help others and they display good behaviours.

Children benefit from a stimulating environment which helps them to keep busy. They have access to a wide range of materials and toys which they explore in a variety of ways to enhance next steps for learning. For example, young children develop good hand-to-eye coordination as they carefully position five sugar cubes to make a 'sugar tower'. They show curiosity when introduced to 'reusable ice cubes', which they use to modify their tower.

Play is constantly modelled to children alongside positive language. For instance, children learn what a snowman is; they hear new words, such as 'carrot' and 'chilly', to enhance their growing vocabulary. Children repeat the words they hear and they practise their language skills in a safe environment. Additionally, they learn songs which further promote their communication and language skills. For example, the childminder sings about 'germs' to encourage effective handwashing techniques, and the 'tidy up song' guides children to understand expectations. This positively contributes towards children's happiness in their routine.

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

- The childminder plans activities based on what she wants children to learn. She has positively adapted the curriculum in response to the COVID-19 pandemic to reduce gaps in children's learning. For example, in response to the local allotment closing, she purposefully created a growing area in the garden to ensure children continued to learn about growth and healthy lifestyles.
- The childminder knows children well. She identifies areas of learning which need specific attention and creates a 'learning basket' to place focus on the identified area of learning. For instance, the 'oral health basket' includes toothbrushing games and books about the dentist. This means children frequently revisit key vocabulary and skills which build on their knowledge of oral health.
- Children attend unique outings with the childminder. They gain knowledge of cultures and differences through hands-on experiences. For example, they attend religious temples to develop a positive view of others' beliefs. Parents comment on the thought and preparation that goes into every activity, including religious celebrations to ensure inclusion for all children of all backgrounds.
- Children have opportunities to access the curriculum indoors and outside. At

times, the childminder encourages children to partake in new activities while they are already engaged in play. This means their learning is interrupted, and it does not always come to a natural end. Despite this, children revisit the activities they enjoy to further practise their developing skills.

- The childminder values partnerships with parents and encourages two-way communication. For example, she sends home a teddy bear alongside a book to encourage parents to write about children's experiences with the bear. She shares policies and activities with parents to help them understand the opportunities available to children, and further extend children's learning at home. This helps children to make strong progress in their learning.
- Children from an early age are supported to be independent. For example, the childminder encourages children to retrieve their own stool and place it next to the sink. This helps them to reach the sink, and they wash their hands independently. As a result, children develop a sense of confidence when practising key skills, such as wiping their own nose, fastening their shoes and peeling a banana for their snack.
- The childminder constantly evaluates the service she provides to prioritise training. She considers the needs of all children, including those children in the wider community. For example, she recently attended 'Trauma training' to support any child who may have faced significant trauma due to political displacements, such as those children who have fled the war. This shows a proactive attitude to continuous professional development to ensure she meets the needs of all children from their starting points.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a heightened awareness of her responsibilities to keep children safe. For example, she encourages children to eat their food slowly to reduce the risk of choking. She demonstrates a clear understanding of the signs and symptoms that might indicate a child is at risk of neglect or abuse. The childminder is confident to contact the relevant services should she need to report a concern about a child's welfare. She knows she can seek advice from professionals anonymously to discuss any safeguarding issues. The childminder is confident to signpost parents to the relevant agencies should they need family support as an early intervention to safeguard children.

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

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

- adapt teaching to engage children in their play for longer, so that their play comes to a natural end before moving them on to other activities.

## Setting details

<b>Unique reference number</b>	EY239074
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10264072
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	22 May 2017

## Information about this early years setting

The childminder registered in 2002. She operates from her home in Pelsall, Walsall. The childminder provides care all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Mikaela Stallard

### 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 and the inspector completed a tour of the premises and discussed the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection. The views of parents were considered by the inspector through written feedback.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.

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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