

# Childminder report

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Inspection date:

8 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**

Children positively benefit from a home-from-home experience. The care they receive from the childminder is bespoke and promotes an all-round feeling of togetherness within an inclusive environment. For example, children celebrate their differences. 'The Christmas elf' at the setting is perceived as a kind character who promotes children's good behaviours. The elf purposefully wears glasses to encourage those children in the group who wear glasses to feel comfortable and confident. This helps children to develop a true sense of belonging and promotes their positive well-being.

The childminder is kind, attentive and shows genuine care towards children. She supports children's confidence and self-esteem successfully. For example, children give the childminder a picture they have drawn which she proudly displays on her fridge. Children draw themselves with a smiling face. This shows they are happy. Children are extremely polite. They say 'please' and 'thank you' without being prompted. The childminder's consistent rules and boundaries teach children about expectations in the home as well as in the community. Children learn about keeping themselves safe. They understand about rules linked to road safety, including the importance of looking and listening for cars. Older children know to place their hands on the childminder's car and wait while the childminder supports younger children to get in.

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

- Children show kindness and respect for others. For example, they offer to help the childminder to carry the toys when they can see she has her hands full. They offer their hat when they identify others do not have one. This demonstrates positive relationships among peers and empathy towards others.
- The childminder plans an ambitious curriculum to meet children's individual needs. She has secure knowledge of children's development and interests. She uses this information to inform her planning of what she wants children to learn next. For example, when children identify they have a fear of insects, she plans opportunities to broaden their knowledge of bugs by growing a 'flower garden' to attract bees, and building a bug hotel. These hands-on experiences help children to overcome their fears.
- Older children have responsibilities as part of their daily routine. They develop good self-help skills. For example, they help the childminder to prepare the soup for their lunchtime meal, and they fill up the paper towels in the bathroom. However, the childminder does not fully evaluate her role in promoting younger children's independence. This means the children do not always do things for themselves. For example, at times, she picks up younger children rather than allowing them to make choices for where they want to go.

- Children make good progress in their communication and language development. The childminder positively interacts with children as she models and narrates their play. This helps children to associate new words with the objects they explore. For example, when exploring stories about 'winter', children hear new words, such as 'sleigh', 'penguin' and 'whale'. The childminder provides children with fun opportunities to develop their understanding of the new words. Children listen carefully and find the relevant toys, such as a toy penguin.
- Families are extremely grateful for the care and education their children receive. The childminder keeps them up to date with children's learning and development. The childminder provides parents with relevant information to support children's development. For example, she shares information about the impact dummies have on children's speech. This helps parents to support children's oral health and language development at home.
- The childminder recognises the importance of working collaboratively with school teachers and other professionals to enhance children's individual needs. This includes children with special educational needs and/or disabilities. This positively influences the childminder's curriculum and promotes continuity of learning for those children who attend two settings.
- The childminder completes training that is prioritised to meet the needs of all children who attend the setting. She observes children and gathers their views to drive improvements. For example, she identifies the unique ways children learn and play, therefore professional development focuses on enhancing her knowledge and skills to support children's individual style of play.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder completes effective risk assessment to ensure that her new premises are safe and secure. The childminder demonstrates good knowledge of her duty to protect children, including identifying the signs and symptoms that might indicate a child is at risk of abuse. She understands the importance of reporting any concerns she may have about a child's welfare. The childminder completes online safeguarding quizzes to strengthen her knowledge and understanding of the 'Prevent' duty guidance and safeguarding issues, such as female genital mutilation. There are effective systems in place to monitor children's absences and the childminder works closely with parents to support children's well-being. For example, she shares guidance with parents in relation to local childhood illnesses. This helps parents to quickly identify signs of illness.

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

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

- reflect on practice to ensure younger children have more opportunities to make choices and do things for themselves to further promote their independence.

## Setting details

<b>Unique reference number</b>	209830
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10263769
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	11 May 2017

## Information about this early years setting

The childminder registered in 1992. She lives in Cheslyn Hay, Walsall. She operates all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. The childminder holds a childcare 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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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