

# Childminder report

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Inspection date: 12 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 thoroughly enjoy their time in the childminder's home. They are safe and happy. There are lots of books, toys and activities for children to choose from. These are easily accessible and children enjoy making their own choices about what they will play with. Children particularly enjoy looking after the baby dolls. This helps them to develop their imaginations and fine motor skills as they enjoy dressing, changing and feeding the dolls.

Children show confidence in initiating activities that interest them. For example, they take a 'song sack' to the childminder and delight in taking turns to choose a character. They join in with familiar songs and rhymes enthusiastically. Children have the opportunity to attend a local playgroup each week where they meet and interact with other people in a larger group. This broadens children's social circle and promotes their social and emotional development.

Children know that there are high expectations for good behaviour. They learn to share and take turns. Children are well-mannered and their behaviour is good. The childminder manages children's behaviour effectively.

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

- The childminder reflects on her practice. She is proactive in seeking to improve her own professional knowledge and skills. She has recently completed anaphylaxis training to gain a deeper knowledge of the condition.
- The childminder understands how children develop and learn. She seeks information from parents before children start. The childminder works alongside parents to ensure that children make good progress. For example, when she identifies a child may be ready to start potty training, she will discuss this with parents. This supports children's continuing progress.
- The childminder makes effective use of assessment. She knows what children need to do next to make progress in their learning. She reviews children's progress effectively and any concerns are identified quickly. This means that further support can be swiftly put in place so that children do not risk falling behind.
- The childminder plans lovely activities for children to develop their creativity. However, the expectations are not always clear. For example, she tells children that they need to stick cotton wool onto the edge of the plate to make a snow man, but does not demonstrate how to do this. As a result, children do not understand what they need to do.
- Overall, children receive good support with their learning. The childminder encourages children to count during their daily routine. However, she sometimes misses opportunities to extend and challenge children's early mathematical skills.

For example, opportunities to count objects and identify quantities are not fully explored. This does not support children to make the highest levels of progress.

- Children benefit from a language-rich environment. The childminder talks to the children throughout the day. When children speak to her, she listens and repeats words back to them, modelling the correct language. This helps to develop children's listening and speaking skills.
- The childminder supports children's growing independence in self-care skills. Children are actively encouraged to wash and dry their own hands and have a go at putting on their shoes and coats before going outside. However, sometimes the childminder does not provide children with enough time and opportunity to practise newly acquired and developing skills.
- Parents say they are very happy with the provision and that their children are happy too. They say that the childminder goes above and beyond. Parents particularly appreciate the way she gets to know the children and takes their individual needs into account. Parents are kept fully informed of their children's progress.

## Safeguarding

The arrangements for safeguarding are effective.

There are robust measures in place to keep children safe. The childminder has undertaken relevant safeguarding training and demonstrates a good knowledge and understanding of her responsibility in safeguarding children. The childminder is aware of the possible indicators of abuse and knows what to do if she is concerned for a child's welfare. This includes local procedures for reporting concerns. The childminder has undertaken paediatric first-aid training. She conducts regular, ongoing risk assessments to ensure that the premises remain safe.

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

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

- provide children with clear explanations of what is expected of them, so that they are able to participate fully in activities and make the best possible progress in their learning
- identify teaching opportunities to help children to understand early mathematical concepts
- provide children with opportunities and time to practise and develop newly acquired skills.

## Setting details

<b>Unique reference number</b>	255107
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10262939
<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 5
<b>Total number of places</b>	8
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	11 April 2017

## Information about this early years setting

The childminder registered in 1991 and lives in the Great Barr area of Birmingham. She operates term time only, from 8am to 5.30pm, Monday to Thursday.

## Information about this inspection

### Inspector

Sarah Dukes

### 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 childminder.
- The childminder and the inspector had a learning walk together to discuss the childminder's intention for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector took account of parents' views about the childminder's setting.
- The inspector observed the interactions between the childminder and the children.
- The inspector 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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