

# Childminder report

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Inspection date: 5 January 2023

<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 experience a great deal of warmth and affection with this childminder. She is attentive to children's needs and recognises when they are hungry or tired. Young children often approach the childminder for cuddles and feel happy and secure in her care. For example, they go to her when upset and settle quickly.

Children enjoy sitting together as they play with small, coloured animals. They copy as the childminder tells them what noise the animals make. They smile and laugh at some of the sounds. They enjoy the childminder joining in with their play and take toys to her. Children are taught names of animals and delight in her approval as they correctly repeat these back to her.

The childminder has high expectations for children's behaviour. Children learn how to respect one another and build strong friendships. They look to the childminder for support when they want to play with the same toy, and take guidance from her on how to resolve these challenges. Children learn to share, and seek out similar toys for their friends to play with. Children get along well and enjoy each other's company. They are starting to show empathy towards each other by finding comforters and blankets when one of them becomes tired. All children make good progress.

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

- The childminder has a good understanding of what individual children need to learn. She incorporates children's interests into her curriculum and offers toys which attract their attention. However, occasionally, children lose interest quickly, because the activities on offer do not always capture their interest or challenge them enough.
- The childminder uses her assessments of children to plan what they need to learn next. For example, she explains that a child is developing his knowledge of counting to ten; however, she does not make the best use of all opportunities to teach children the correct order of numbers. Children miss numbers as they count, and the childminder does not always offer the missing numbers in the sequence for them.
- Children are learning to be independent. Even young children are self-sufficient when feeding themselves at lunchtime. The childminder sits with children and encourages them to complete age-appropriate tasks independently. Children show pleasure as they complete tasks unaided.
- Children engage in a wide range of experiences with the childminder. For example, they often visit local nature reserves and enjoy walking through woods and watching sticks, as they float down streams. Children's physical development is enhanced as they climb and kick balls at the local park.

- The childminder builds good relationships with parents. She collects suitable information from them when children first start, and uses this to plan appropriate routines for children. She works collaboratively with parents to develop a plan for children's learning, and shares information with them regularly.
- Parents comment positively about the care their children receive. They comment about the progress their children have made in their development, and describe their children as being 'happy' and having 'lots of friends'.
- The childminder has completed all of her mandatory training and engaged in other training, which has helped to develop her knowledge and skills of matters relating to her role. She makes links with other childminders and shares ideas about providing new experiences for children.
- The childminder ensures that equality and diversity are a central part of her practice. She helps children to learn about how they are similar to others and celebrates their differences. She is passionate about challenging any discriminatory behaviour, and recognises the importance of expressing individuality and showing respect.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an effective risk-assessment process. She recognises hazards in her home and acts promptly to reduce any risk to children. She can correctly explain the procedure she would follow if an allegation was made against her or someone living in her home. The childminder knows the signs that may suggest a child is at risk of harm, and knows the agencies she should alert if she is concerned about the welfare of a child. She recognises the importance of recording information and sharing this appropriately with other professionals.

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

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

- develop activities on offer for children to fully capture their interest and challenge their learning further
- strengthen opportunities to secure children's development of early mathematical concepts .

## Setting details

<b>Unique reference number</b>	257239
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10263230
<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 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	25 April 2017

## Information about this early years setting

The childminder registered in 1999 and lives in Wollescote, Stourbridge. She works all year round, from 7.30am to 4.30pm, Monday to Thursday, and 7.30am to 3.30pm on Fridays. The childminder receives funding to provide free early education to two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Christine Ward

### 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 her evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how she organises her early years provision including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting 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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