

Childminder report

Inspection date: 24 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 enjoy a warm and welcoming homely environment. They have a very close bond with this experienced childminder. Children affectionately call her Nanny. Children approach her for cuddles and reassurance. This means they feel safe and happy in her presence. The childminder works extremely well with her co-childminder to provide a stimulating and nurturing setting.

Children share circle time each morning. They sing about the days of the week and select their own names to place on the rainbow register. Children eagerly look outside to discuss the weather. Children think deeply and express their ideas. This teaches them about the world around them and helps them to begin to recognise their own name. The clever use of props for a 'what's in the bag' singing activity keeps children engaged and excited to participate. Even the youngest children dance and clap along. The good use of songs and nursery rhymes means children are practising their language skills and having fun. The childminder skilfully includes all the children. This means children feel valued and included. This helps to build their confidence and self-esteem.

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

- The childminder sensitively meets the needs of all children. She treats them with dignity and respect as they have their nappy changed or as she supports them with toileting. The childminder is aware of the emotional well-being of children. Children approach her if they feel unsettled. She shows warmth and kindness towards them. This helps them to build key attachments. Sometimes, she is less in tune to the learning needs of the youngest children. For example, when the baby points to the book she does not use this cue to read it.
- Parents speak very highly of the setting. They like the family ethos of the setting and that it is a benefit for the children. They describe the childminder as warm and caring. The childminder uses a range of interesting ways to encourage children to continue learning at home. They have a book sharing scheme and send home activity packs. This means children are consolidating their learning between home and in the setting. This supports their literacy skills and helps to inspire a love for books.
- The childminder is a good role model. She praises children and reminds them of good manners. Children behave well. They show kindness and respect for their friends. Children recognise feelings and are sensitive to each other's opinions and ideas. For example, a child pretends to make their friend a drink to comfort them when they are unsettled. Children are developing empathy for others.
- Children eagerly anticipate the routines of the day. Even the youngest children crawl across to the chair when they see their bottle is ready. This structure helps children to feel secure and settle quickly for nap time. The childminder is

attentive to safe sleep procedures. She makes checks every few minutes to ensure their safety.

- The childminder is reflective and makes good use of training to improve the quality of her teaching. She gathers valuable information from parents when children start to help formulate accurate starting points. Children make good progress in their learning from these starting points. Sometimes, the childminder's questioning could be more challenging and varied to push children's thinking to the highest level.
- The well-planned environment flows, is clean and clear of hazards. This means children can safely access the areas and be independent. The childminder reflects and changes areas that are not used effectively by children. This means the resources available meet the individual next steps of children and their interests. This helps children to focus and engage, as there are things out they like using. There is further scope for the planning of adult-led activities to concentrate more sharply on the individual next steps of children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role and responsibility to keep children safe. She has good knowledge of the signs and symptoms of abuse. The childminder is familiar with the correct procedure to follow if she has concerns for a child's welfare. She knows the risks that children might encounter, such as exposure to extreme views. She completes daily checks for hazards in her home and garden. The childminder also carefully considers the risks she might face when taking children on outings.

What does the setting need to do to improve?

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

- make the most of teaching interactions with the youngest children that follow the children's lead and interests
- make sure questioning is highly challenging, so that children make even better progress
- enhance the planning of adult-led activities to more highly focus on children's next steps.

Setting details

Unique reference number	EY336773
Local authority	Sandwell
Inspection number	10264236
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 5
Total number of places	6
Number of children on roll	6
Date of previous inspection	8 June 2017

Information about this early years setting

The childminder registered in 2006. She works with a co-childminder. She operates Monday to Friday from 7.30am to 5.30pm. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Katie Rudge

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 spoke to the inspector about their intentions for children's learning.
- The childminder showed the inspector the premises and discussed how they ensure they 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 early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and children.
- 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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