

# Childminder report

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Inspection date: 20 February 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 develop their imagination and build good relationships with their peers. They are very well settled and thoroughly enjoy the time they spend in the setting. They benefit from a wide range of books, toys and games. These are easily accessible and children enjoy making their own choices about what they will play with. Children particularly enjoy role-play activities, such as baking cakes and making coffee in the play kitchen.

Children forge close bonds with the childminder and her assistant. They enjoy sharing books and stories with them. Children develop their speaking and listening skills as they are encouraged to recall events and retell stories. Regular praise and encouragement supports children's self-esteem. Children communicate their needs confidently and respond to adults warm and caring interactions. Children are relaxed and happy.

Children celebrate and explore cultures other than their own. For example, they try foods from different countries and go on visits to places of worship. They learn about their own uniqueness and begin to understand that everyone is different. Children understand that there are high expectations for good behaviour. They are respectful and well mannered. Children learn to share and take turns, for example, when playing board games together. Children behave very well.

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

- The childminder has developed a well-designed curriculum. Children take a lead role in their learning. The childminder adapts her approach as she follows children's interests and understands how to meet the needs of individual children. Children's growing self-confidence and self-esteem are nurtured.
- The childminder plans exciting learning activities that engage children's interests. However, she does not always maximise the learning potential of these. For example, there are not always enough opportunities for children to make comparisons or predictions to extend their knowledge and understanding about the natural world.
- The childminder knows the children well. She makes good use of assessment and monitors their progress frequently. Any gaps are identified quickly so that children are supported to make continued good progress in their learning. However, adults do not always notice or seize opportunities to help children to develop and consolidate early mathematical skills and concepts. They praise children's efforts when they count up to 10 correctly, but do not correct children's mistakes as they continue up to 20 and beyond. Furthermore, children who can recite numbers in order are not given enough opportunity to represent numbers in different ways.

- The childminder engages enthusiastically with children during focused activities. She asks children open questions about what they are doing. For example, when melting ice, she asks what they think will happen. However, older children sometimes answer questions before the younger ones get a chance. This means some children may be overlooked and miss out on chances to explain their understanding of what is happening.
- The childminder is proactive in seeking further training opportunities to enhance her skills. She has regular discussions with her assistant about ways to improve their provision and practice. The childminder has identified a lack of technology in her provision as an area for improvement, so that children have opportunities to experience and use it in their learning.
- Children learn about making healthy choices. They benefit from a healthy diet and daily opportunities to explore the outdoor environment. Children understand the importance of good hygiene and regular handwashing. They learn the importance of a healthy lifestyle.
- Children quickly learn how to become increasingly independent. They make choices about what to play with and know where to find the things they need. Children learn how to play safely. They are well prepared for the transition to school.
- The childminder works closely with parents. Parents say that they are kept up to date with everything their children do. They say that the childminder and her assistant are supportive and that the children enjoy 'adventures, laughs and fun-filled days' in their care.

## Safeguarding

The arrangements for safeguarding are effective.

There are robust measures in place to keep children safe. The childminder and her assistant have both completed relevant safeguarding training. They demonstrate a good knowledge and understanding of their responsibility in safeguarding children. The childminder and her assistant are aware of some of the possible indicators of abuse and know what to do if they are concerned for a child's welfare. This includes local procedures for reporting concerns. The childminder has undertaken paediatric first-aid training. Both the childminder and her assistant conduct regular, ongoing risk assessments to ensure the premises remain safe for the children in their care.

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

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

- develop targeted opportunities that allow all children to explain what they know, think and understand, so that their knowledge and understanding is deepened
- recognise and develop opportunities for children to further explore early

mathematical concepts

- develop meaningful opportunities for children to experience and use technology in age-appropriate ways as part of their learning experience.

## Setting details

<b>Unique reference number</b>	EY354377
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10264551
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	19 June 2017

## Information about this early years setting

The childminder registered in 2007. She operates from her home in Willenhall, West Midlands. She works Monday, Tuesday and Friday from 7.30am to 6pm, all year round, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at degree level. She works with an assistant.

## 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, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder, her assistant and the children.
- The childminder provided the inspector with a sample of key documentation.
- The inspector took account of parents' views about the childminder's setting.

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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