

# Childminder report

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Inspection date: 2 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 are happy here. They are warmly welcomed on arrival and settle quickly. They are keen to start playing straightaway. Children are confident and make choices about what to play with. They choose freely from a wide range of books and toys and enjoy sharing these in the play tent. The childminder and her co-childminder plan a range of activities based on children's interests and prior learning.

The childminder recognises that children need regular opportunities to develop their self-care skills. There are opportunities for children to develop these throughout the day. At snack time, for example, they slice their own fruit. Children learn the importance of good hygiene and wash and dry their hands. Children learn to put on their own coats, hats and shoes and are happy to have a go before asking for help. Children quickly become increasingly independent.

Children form strong bonds with the childminder and her co-childminder. Parents are happy to leave their children here and say that they have absolute confidence that their children are safe. Children are treated with kindness and respect. They show consideration for others. Older children play well alongside younger ones and share books and toys. Children respect adults, each other and the resources and are polite and behave well.

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

- The childminder has developed an ambitious curriculum built around children's interests. She knows the children well and talks about what they know and can do. She identifies what children need to do next and plans activities to support this. However, she sometimes misses opportunities to help them reach their identified next steps. For example, children are not given enough opportunities to secure and consolidate their early mathematical skills before moving on to something new.
- The childminder organises her environment effectively to ensure that children can make their own choices about their play and learning. Resources are easily accessible, and children know where to find the things they need. There are also photographs of memorable events, such as a lawn mower they saw on a visit to a park. These photographs are left out for the children to look at and to support children's communication and language through discussion and recall of past events.
- The childminder understands how children develop and learn. She monitors their progress effectively so that any gaps in learning are noticed early. If children need extra support, she is proactive in speaking to parents and seeking support. This helps children to keep up with their peers.

- The childminder supports children to play alongside each other and uses lots of positive language and praises children often. Children know that they need to share and are learning to take turns. This supports the development of children's social and emotional well-being.
- Children benefit from daily outdoor activities and enjoy regular walks to the local park. They learn about the world around them. For example, they stop and listen to environmental sounds as they walk and know that a siren indicates an emergency vehicle.
- The childminder reflects on her practice and is keen to continue building on her knowledge and skills to improve her teaching. She networks with other childminders to share ideas and has identified areas for development and further training. She has a precise focus on the areas she wants to develop to improve her already good teaching, but she is yet to secure any further professional development opportunities.
- Partnership with parents is effective. Parents say that they know their children are safe and well cared for. The childminder keeps them well informed about their children's progress, and they say they love getting daily photos. The childminder works closely with parents to ensure continuity of care.

## **Safeguarding**

The arrangements for safeguarding are effective.

The premises are safe and secure, and children are well supervised. Children learn ways to keep themselves safe. For example, they know to hold the pushchair when walking on the footpath. The childminder knows how to keep children safe. She carries out regular checks of the environment and takes steps to minimise any potential risks to children. The childminder has attended safeguarding training and has a good knowledge of child protection. She is aware of who to contact locally if she is concerned about a child's welfare. The childminder has undertaken paediatric first-aid training and holds a current and valid certificate.

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

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

- provide more opportunities for children to secure and consolidate their early mathematical knowledge
- build on identified professional development plans to strengthen knowledge and help raise the already good-quality teaching to the highest level.

## Setting details

<b>Unique reference number</b>	EY454191
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10263788
<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>	0 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	11 May 2017

## Information about this early years setting

The childminder registered in 2013. She works together with a co-childminder in Oldbury, West Midlands. She operates all year round, Monday to Friday, from 5.30am to 6pm, except for bank holidays and family holidays.

## 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 setting.
- 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 and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- 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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