

# Childminder report

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Inspection date: 28 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	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children settle well and build early attachments with the childminder and her assistant. They are surrounded by a warm and nurturing environment where they quickly feel happy and safe. Children's well-being is prioritised. They are provided with cuddles and reassurance when they become upset and enjoy being close to the childminder and her assistant. They demonstrate their sense of security as they gain confidence in the presence of visitors and continue to explore the environment.

Children learn about different textures. They make cards for family members as they print their painted feet onto cards. Children feel the sponge and paint on their feet and watch with wonder as their feet change colour. The childminder's assistant uses this opportunity to expose children to colour names as she labels children's 'green feet'. Children smile as they feel their painted feet being wiped clean.

Children enhance their physical skills. Babies learn to progress from crawling to walking as they are given opportunities to practise new skills and develop confidence. Children persevere as they become unsteady when standing and sit back down. They keep trying until they manage to stand steadily and walk. Children smile with a sense of achievement as they are praised for their efforts.

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

- The childminder has a clear curriculum intent which is based on children's current levels of development and interests. She prioritises the prime areas of learning to ensure children gain confidence and build relationships with others. This helps to prepare children for their next stage of learning.
- Children enjoy playing with the resources available to them. The childminder and her assistant interact with the children during play and introduce learning opportunities. For example, the childminder's assistant begins a painting activity with children. She leads the activity and teaches children about colours. Children look at the assistant with interest as they take part. However, teaching practices do not yet fully enable children to make decisions about their own learning, and children lose interest quickly.
- Parents speak highly of the childminder and her assistant. They comment on the support and reassurance they receive as their children settle into their new environment. They comment about the daily communication they receive about their children's care and share their gratitude of the progress their children have made.
- Children develop independence. They learn to put their own clothes on and use the toilet independently. They practise these skills and become confident in their capabilities. Children are given support where needed to ensure their care needs

are met.

- The childminder has high expectations for children's behaviour. She teaches them to be respectful of others and use manners in her home. Children begin to understand the impact of behaviour on others.
- Children gain a range of experiences with the childminder. They visit local parks and spend time outdoors walking. They attend activities at the library where they develop their communication and social skills. They enjoy exploring the local community and learn about different people and the wider environment around them.
- The childminder and her assistant are keen to expand their professional development. For example, they have recently completed a course about improving children's communication development and giving them more choice over their learning. They find out what training opportunities are available to them and attend courses where possible. Although the childminder receives information about local training, she does not always focus training opportunities to reflect identified areas of development in her knowledge and skills to raise the quality of education even further.
- The childminder and her assistant work well together. They discuss children's development needs and plan together to help children make progress. They reflect on learning experiences for children and evaluate how they can make improvements. Children, therefore, experience a learning environment which is continually improving.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of how to keep children safe. They can explain signs which may show a child is at risk of harm and know what they should do if any concerns arise. They know what to do if an allegation is made against anyone who works or lives in the home. The childminder ensures her assistant has an up-to-date knowledge about safeguarding matters and they have both completed safeguarding training. Risk assessments are carried out daily to ensure the environment is safe and suitable for children.

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

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

- embed teaching methods more fully so that children have opportunities to make decisions about their own learning
- consider ways to focus professional development to raise the quality of education even further.

## Setting details

<b>Unique reference number</b>	EY559147
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10261238
<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 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	23 September 2022

## Information about this early years setting

The childminder registered in 2018 and lives in Sandwell. The childminder works with an assistant and operates from 8am to 6pm, Monday to Friday, all year round. Both the childminder and her assistant hold level 3 qualifications in childcare.

## 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 their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The inspector talked to the assistant at an appropriate time during the inspection and took account of their views.
- The inspector observed the interactions between the childminder, her assistant and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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