

Childminder report

Inspection date: 1 March 2023

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| 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 | Met |
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What is it like to attend this early years setting?

The provision is good

Children enjoy exploring the childminder's warm and homely environment. They share a strong bond with the experienced childminder who knows the children well. Children approach her for cuddles and reassurance. This demonstrates that children feel safe and secure in her care.

Children jump about with joy as they sing and dance with the childminder. The childminder is fun, engaging and joins in with the children. This helps to build on children's physical skills, develop their language and encourages them to participate. Children develop a love of books from an early age and delight as they excitedly share stories on the childminder's knee. The childminder skilfully supports children's communication and language. She models speech and introduces new topics, for example about different family dynamics. This helps to deepen children's knowledge and builds on their vocabulary even further.

The childminder has high expectations for children's behaviour. Children follow her instructions and cooperate with the rules at the setting. Children show respect and kindness to each other. They are beginning to learn to share; for example, they negotiate the sharing of a particular toy dog. Children talk fondly about other children who attend the setting and are forming close friendships.

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

- Overall, the quality of teaching is good. The childminder gathers valuable information about children from parents when they start at the setting. This helps her to set accurate starting points and individual next steps. Children make good progress in their learning. Interactions between children and the childminder are warm and meaningful. However, at times, the childminder asks lots of questions in quick succession, which means children do not always get the time they need to think and respond.
- The childminder encourages children to be independent and show a can-do attitude. For example, when children find taking off their jumpers tricky, the childminder encourages them to keep trying. This builds perseverance skills and resilience. Children enjoy the sense of pride it brings when they finish the task on their own. These vital skills prepare them well for their future learning and their eventual move on to school.
- Children learn about how to stay healthy. They enjoy daily outdoor play in the front garden. They build on their physical skills by kicking and throwing balls. Children eat healthy snacks and have access to fresh drinking water. Hand-hygiene practice is thorough and embedded into the daily routine. Children understand it is important to wash their hands to kill the germs.
- There is a strong focus on developing children's mathematical skills during

activities. Children confidently count to 20 as they rub soap into their hands. The childminder introduces mathematical language such as 'narrow', 'tallest', and 'smallest', as children connect blocks together. This helps children to gain a good understanding of different sizes and shapes. Although most children typically participate well during planned activities, there is scope for the childminder to support more child-led activities, so that children are able to extend on their own interests even further during their learning.

- The childminder is a positive role model. She teaches children to use manners and regularly praises them. Children proudly show off their artwork and achievements. This builds children's confidence and self-esteem. She gives children choices and respects their opinion. This means they feel valued and confident to express their ideas and feelings.
- 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. She is attentive when children are tired or hungry. She shows warmth and kindness towards them. This helps children to build secure attachments.
- Parents speak highly of the childminder. They comment that she is always responsive to messages and shares regular information about children's progress. The childminder also provides ideas for parents to continue learning at home. This means children have more opportunities to deepen their knowledge.

Safeguarding

The arrangements for safeguarding are effective.

The childminder fully understands her role and responsibility to keep children safe. She knows how to recognise the signs that might give her cause for concern about a child's welfare. The childminder is familiar with the correct procedure to follow to protect a child from harm. She knows the risks that children might face, such as exposure to extreme views. She completes daily checks for hazards in her home and garden. She closely supervises children and is attentive to any dangers they come across in the environment. The childminder carefully considers the risks she might encounter 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:

- further strengthen the use of effective questioning during activities to give children enough time to respond and think deeply
- focus planning for children's next steps even further to ensure that children can extend their own interests and engage even more during a balance of adult-led and child-led activities.

Setting details

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| Unique reference number | 223770 |
| Local authority | Shropshire |
| Inspection number | 10263426 |
| 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 | 2 to 9 |
| Total number of places | 5 |
| Number of children on roll | 5 |
| Date of previous inspection | 2 May 2017 |

Information about this early years setting

The childminder registered in 1990 and lives in Albrighton, Wolverhampton. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate 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 setting.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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