

Childminder report

Inspection date:

23 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children feel comfortable in this provision and have a close relationship with the childminder. They are confident talkers and become excited as they say their own names when they greet the visitor. The childminder does not promote children's good health effectively. Children do not have enough opportunities to learn about good hygiene practices or to increase their developing independence in managing their own personal needs.

Children enjoy filling and emptying ice cream cones with sand and practise their imagination skills as they say the flavour of their ice cream. However, the childminder does not consider children's different interests, ages and stages of development when planning activities. Therefore, children are not able to make the best possible progress. That said, they practise their fine motor skills to roll and pat their play dough creations and show pride in their achievements as they describe what they have made. Some children enjoy helping each other to tidy away the resources and are learning how to show kindness as the childminder reminds them about 'kind hands'. However, some children struggle to manage their feelings and behaviour and are not learning about the impact this has on others.

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

- Children are developing a secure sense of belonging and settle well. However, the childminder has not implemented systems to help children build on their knowledge and skills to promote good health and hygiene. For example, children are taken through the garden into the house to wash their hands ready for meals. When they return, they sit on the floor and remove their shoes before sitting to the table to eat. This increases the risk of harmful bacteria spreading. Furthermore, children are not encouraged to increase their independence in managing their own personal needs. For example, they do not have suitable access to facilities so they can independently wipe their noses and wash their hands.
- The curriculum covers all areas of learning, and the childminder shares children's achievements with parents. However, the childminder does not consider children's different ages and stages of development in order to plan and provide suitably challenging and varied activities. For example, younger children join in with older children's activities that are not age-appropriate and do not build on what children already know and can do. This means that children are not being supported to make the best possible progress.
- Children are confident and great talkers. The childminder uses reward and sticker charts to support children's self-esteem. Children receive positive praise from the childminder and are proud as they show their achievements. However, some children are not being supported to manage their own feelings and

behaviour or to be aware of the impact that their behaviour may have on those around them. At times, children become frustrated and disengage, and this results in a noisy and unsettling environment for all children present.

- Children go on regular walks to the local park and library with the childminder and her assistant. These opportunities help children to learn about the world around them, to enrich social skills and develop a love for reading.
- Children are learning about different backgrounds and religions as they taste new foods during cultural celebrations and enjoy dressing-up in traditional clothing. The childminder talks to children about varied family dynamics and nationalities. Children are developing an awareness of diversity.
- Parents are happy with the care their children receive and speak positively about the childminder. They like receiving regular updates about their children during the day and comment about the flexibility of the childminder and how she makes them feel at ease. Parents express how reassured they feel at the end of the day when their children excitedly tell them what they have been doing.
- The childminder has regular meetings with her assistant to discuss children's individual learning and development needs. She ensures that her assistant receives relevant training to help continually improve her effectiveness. The childminder recognises the importance of having a two-way flow of information between herself, her assistant and other professionals to devise ways to support children's needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can identify signs and symptoms of abuse and is aware of various support services, should she need to seek advice or report a concern about a child's welfare. She ensures that her assistant completes regular safeguarding and child protection training and understands the procedures to follow that help to protect children's welfare. Policies and procedures are clear and shared with the assistant and parents for consistent guidance if needed. Both the childminder and her assistant complete appropriate first-aid training and are confident to provide appropriate treatment should an accident or injury occur.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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provide children with equipment, resources and knowledge to help them understand the importance of good hygiene practice and to promote their independent self-care routines	27/03/2023
improve the curriculum, planning and assessments to provide children with a varied choice of challenging activities that build on what they know and can do, ensuring that different ages and stages of development are considered.	27/03/2023

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

- strengthen ways to help children learn to regulate their own behaviour and develop a sense of right and wrong.

Setting details

Unique reference number	2612182
Local authority	Sandwell
Inspection number	10264261
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	1 to 7
Total number of places	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Dudley. She operates Monday to Saturday, from 7am to 6pm. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Nancy Hitchcock

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 inspector observed the quality of teaching throughout the inspection and considered the impact this has on children's learning.
- The inspector spoke to children at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including evidence of the childminder's qualifications.
- The inspector reviewed parent feedback and took into account their views.

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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