

# Childminder report

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Inspection date: 15 May 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 and they settle well within a safe environment. For instance, the childminder provides babies with wooden spoons and pans, and she models 'tapping'. This helps babies to develop their hand-to-eye coordination as they copy the action. Additionally, it strengthens babies' relationships with the childminder. These positive interactions contribute towards children's good behaviour. For example, older children politely remind others to 'talk quietly' while their peers sleep. This shows that children care about their peers' welfare.

As part of the settling-in process, the childminder finds out about children's interests and backgrounds. She incorporates this information into the curriculum intent. For instance, children take part in 'Doughnut Day', a Polish tradition that celebrates the beginning of Lent. This helps children to understand cultures beyond their own and they develop a secure sense of belonging.

Children benefit from an attentive and considerate childminder. For example, after children finish 'splashing' in the water, she supports them to change into more comfortable clothes. She adapts her practice to support the different ages and abilities of children. For instance, younger children are assisted to wash their hands, whereas older children are more independent to promote their school-readiness.

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

- In response to the COVID-19 pandemic, the childminder plans opportunities for children to strengthen their self-help skills. For example, when babies are learning to pull themselves up, the childminder purposefully places toys on the units to encourage babies to reach and stand. However, this level of challenge is not always consistent to ensure all children make the best possible progress in their learning.
- The childminder works well with her newly appointed assistant. She listens to and values her assistant's ideas. For example, the childminder has implemented a 'next-steps board' to make children's learning more visible and parents receive regular newsletters to share curriculum objectives. This collaborative approach strengthens policies, practice and procedures to ensure the setting continues to improve.
- The childminder and her assistant use observation and assessment to monitor children's individual learning and progress. For example, the childminder has created a checklist to highlight expectations for what she intends children to achieve before they start primary education. This helps her and her assistant to focus on what children need to learn next.
- Partnerships with parents and carers are good. Parents explain how well the

childminder listens to their queries, views and suggestions. For example, when younger children's parents highlight the effectiveness of communication diaries, the childminder ensures older children's parents also benefit from this method of communication. This ensures they are fully informed about their children's learning.

- The childminder attends purposeful training in response to observations of children, parents' feedback and relevant events discussed in the news. For example, she attended training on internet safety to support those children who have access to online devices. This helps her to discuss the dangers appropriately with children, including the possible terminology used online.
- Mathematical training has had a positive impact on how the childminder incorporates number, shape and measure into children's play. For example, she encourages older children to count how many slices of pretend pizza they have and she uses language such as 'enormous' and 'huge' to describe the size of a turnip. Children stretch out their arms to demonstrate how big 'enormous' is. This helps to strengthen their understanding of mathematical concepts.
- Overall, children make good progress in their communication and language skills, including those children who speak English as an additional language. Children of all ages enjoy listening to stories, including the 'story of the month'. The childminder asks older children open-ended questions and gives them the initial sounds of words to prompt their language. However, younger children are not always presented with the same opportunities to practise and extend their communication skills to excel in their language development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant record and monitor children's absences, incidents and medical conditions to clearly identify any patterns of concern. They demonstrate suitable knowledge of the signs and symptoms that indicate abuse and neglect. The childminder and her assistant have a good understanding of the correct procedures to report any concerns, including allegations against another person working or living in the home. There are secure arrangements in place for children of all ages to sleep safely. For example, children are supervised and regularly checked to ensure they sleep in a safe position.

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

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

- place a higher focus on challenging all children's learning to ensure they make the best possible progress
- reflect on practice to identify more opportunities for babies to extend their communication and language skills.

## Setting details

<b>Unique reference number</b>	EY370096
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10285847
<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 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	20 October 2017

## Information about this early years setting

The childminder registered in 2008 and lives in Oldbury, West Midlands. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. The childminder holds an early years qualification at level 3. The assistant holds an early years qualification at level 5. The childminder receives funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Mikaela Stallard

## 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 showed the inspector the premises and discussed how she ensures they are safe and suitable. She discussed how she organises the provision, including the aims and rationale for children's learning.
- The inspector held discussions with the childminder, her assistant and the children at appropriate times during the inspection. The views of parents were considered.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation on the assistant.
- 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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