

Childminder report

Inspection date: 26 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children settle quickly into the childminder's home. The childminder provides children with reassurance and cuddles when they become upset. This helps children to develop positive relationships with the childminder. Children enjoy exploring the garden. When they discover a ladybird, they become intrigued by this as it crawls along their hand. The childminder reminds children to be gentle when handling the insect. This develops children's understanding of caring for living things. Children become fascinated when playing with water and watch as the water trickles over the path, creating patterns that they can follow. They work collaboratively together to fill their containers with pebbles. They develop their problem-solving skills by considering how many they can fit in. This develops their awareness of size and shape.

Children learn about their wider community when they visit their local supermarket. They practise their writing skills and create their shopping list with the childminder. They eagerly go with her to collect the food from the shop. The childminder teaches children about different cultural events, such as Easter and Chinese New Year. Children learn about the natural changes in the world after reading the story 'Jack and the Beanstalk'. They plant their own beans and watch how they change and grow. This helps to develop children's understanding of the natural world around them.

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

- The childminder promotes children's development across the seven areas of learning. She places focus on their personal, social and emotional development with regards to developing their confidence. The childminder provides praise and reassurance during activities, building on children's self-esteem. For example, when children encounter difficulties during activities, she encourages them to think about what they need to do next. She provides an abundance of praise for their achievements when they are successful.
- Generally, children behave well. However, on occasion, the childminder is not as consistent as she could be in her approach when managing children's behaviour. She does not always provide children with clear explanations as to why their behaviour is not acceptable. This prevents children from fully understanding the impact of their actions.
- The childminder carries out supervisions with her assistants. This provides them with the opportunity to discuss their key children and any other support they may need to carry out their duties. The childminder ensures that they have attended mandatory training to maintain their knowledge in safeguarding and paediatric first aid. However, the childminder and her assistants are yet to access professional development opportunities to develop their already good

knowledge and to help raise their teaching to an even higher level.

- The childminder completes the progress checks for children between the ages of two and three years to identify children's current development and any gaps in their learning. If a child is falling behind in their development, the childminder seeks support from other professionals. This supports children to make the expected progress at their age and stage of development.
- Parents share positive feedback about the childminder. They comment that she has a 'warm and friendly approach' and that children love to attend. Children say that they enjoy playing with their friends in the garden. The childminder works in partnership with parents to support children's learning and development. She shares activity ideas with parents to do at home. This enables children to continue their learning at home.
- The childminder promotes a language-rich environment. She introduces new words, such as 'digestion', as they talk about what is happening in their stomach after they have eaten. The childminder supports children who speak English as an additional language by using key words in their home language, alongside English, to help them understand the words being spoken.
- Children learn about making healthy choices through a range of activities. For example, they talk about the different types of food that are good for them and what they should eat in moderation. This helps to develop children's awareness of healthy lifestyles. Children learn about self-care routines. The childminder reminds children why it is important to wash their hands after playing to wash the germs away.
- The childminder prepares children well for their transition to school. She carries out activities and discussions to develop their awareness of the changes that may happen. Children learn to be independent as they put on their own shoes to go out into the garden and take themselves to the toilet.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of the signs that a child's welfare may be at risk. She confidently discusses the different types of abuse that may be a concern and how she would swiftly report the concerns to the local safeguarding partners. The childminder understands her duty to report concerns about a person in a position of trust to the local authority designated officer. She has robust allergy management procedures to ensure children eat the right foods and remain safe in her care. The childminder carries out suitable checks on her assistants to ensure they are suitably vetted to care for children.

What does the setting need to do to improve?

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

- provide even more consistency in behaviour management strategies to help children to understand fully how their actions can have an impact on others
- expand on the programme for professional development even further to focus more precisely on raising the already good teaching to an even higher level.

Setting details

Unique reference number	EY562412
Local authority	Dudley
Inspection number	10252876
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 10
Total number of places	6
Number of children on roll	22
Date of previous inspection	23 August 2022

Information about this early years setting

The childminder registered in 2019. She operates Monday to Friday, all year round, except for family holidays and bank holidays. Sessions run from 7.30am to 5.30pm. The childminder holds a level 5 qualification in childcare. She works with an assistant.

Information about this inspection

Inspector
Katherine Wilson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector viewed feedback from several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documents 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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