

# Childminder report

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Inspection date: 10 October 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**

The childminder provides a warm and welcoming atmosphere. Children choose toys freely and show that they feel safe and secure. New children settle quickly because of the childminder's dedicated emotional support. Children happily cuddle up to the childminder when they are tired. The childminder is a good role model and promotes good behaviour. Children know not to interrupt others when they are speaking. They enjoy playing with dominoes and take turns patiently. Children behave well in the childminder's care. The childminder encourages children to be independent. Children tidy away toys when they have finished playing with them. They get their own shoes on and off and wash their hands after toileting and before meals. Children learn how to be healthy. They know they must wash their hands to remove any germs.

Children enjoy playing in the childminder's garden. The childminder encourages them to learn about growth as they use watering cans to water plants. Children learn about other aspects of nature as they observe caterpillars over time as they turn into cocoons. Children talk excitedly about the imminent arrival of butterflies. The childminder places a high priority on developing children's communication and language skills. She talks to children, asks questions, and models new vocabulary. Children repeat new words to their younger friends as they talk about the 'enormous' conkers they have found.

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

- The childminder has taken a positive approach to addressing the weaknesses raised at the previous inspection. She has undertaken a thorough risk assessment of all the environments children play in, including when on outings. This has had a positive impact, as children's safety is now assured.
- The childminder knows children very well. She tracks the progress children are making and works out what they need to learn next. This helps her to identify and address any gaps in learning.
- The childminder plans very child-centred activities, which follow children's interests. She interacts with children as they play. However, there are times when she does not focus as much attention on quieter children when more dominant children are involved in activities, to help all children make the best possible progress.
- Children are developing their understanding of early mathematics. The childminder encourages children to count, identify numbers and recognise shapes. Children enjoy filling and emptying with containers of water as they learn about capacity.
- The childminder takes children to soft-play centres and toddler groups to extend activities on offer to them. They visit green areas and look at fish in the local

aquatic shop. In addition, she has made positive links with the local school and pre-school to share information about children who attend both settings. This helps to establish good continuity of care.

- The childminder helps children to develop strong physical skills. Children ride on wheeled toys and build and fix construction pieces together. Early writing skills are emerging as children use pens, water and sticks to make marks.
- Partnerships with parents are strong. Many children and families have remained with the childminder for some time. The childminder keeps parents well informed about their child's progress. She shares information through electronic means and daily conversations. Parents speak very highly of the childminder. They comment that she provides a 'home-from-home' and gives them great 'peace of mind'.
- The childminder promotes literacy skills well. Children have access to a variety of books. The childminder and children regularly enjoy sharing stories. As the childminder reads a favourite story about a hungry caterpillar, children excitedly repeat refrains and talk about what the pictures show.
- The childminder links with other childminders to share ideas on best practice. She is committed to maintaining quality and developing her own practice. For example, she attends further training and is guided by the support of the local authority. There is scope for her to focus her professional development more precisely on raising the overall quality of teaching to a consistently higher level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility in protecting children from the risk of harm. She knows the local referral procedures to follow if she has a concern about a child's welfare. The childminder attends regular safeguarding training to keep her knowledge continuously updated. She understands her duty to be vigilant to possible indicators that a child or family may be at risk of being drawn into extremist behaviours. The childminder teaches children about road safety when they go on their daily outings. Children help identify any risks. For example, they bring any broken toys and resources to the childminder, so they can be removed.

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

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

- increase the attention for quieter children when confident or older children are more dominant during activities
- focus professional development on raising the quality of teaching to a consistently higher level.

## Setting details

<b>Unique reference number</b>	EY103042
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10302558
<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>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	14 June 2023

## Information about this early years setting

The childminder registered in 2002. She holds an appropriate early years qualification at level 3. She operates all year around. Sessions are available Monday to Thursday, from 7.30am until 5pm. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Trisha Turney

### 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 provider.
- The childminder showed the inspector the areas of the premises used for childminding and discussed her intentions for children's learning.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector took account of the written views of parents.
- The inspector observed the children and the childminder and spoke with them at appropriate times during the inspection.

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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