

# Childminder report

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Inspection date: 16 January 2024

<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 settled in the childminder's home. Those who are new to the setting settle in with ease. Children who are less confident seek comfort and reassurance from the childminder when they need it. The childminder is warm and nurturing. She treats all children with kindness and respect. This helps children to feel secure and build settled relationships.

Children enjoy their time with the childminder. She plans an array of activities and experiences that are closely matched to children's interests and current stages of development. As a result, children quickly become engaged in their play and learning. Children develop their problem-solving skills as they test putting objects through holes to find out which ones are big enough. They match up pictures of different animals to toy animals to develop their recognition and understanding of animals they see. The childminder actively encourages children to try to say the names of the different animals and repeat the sounds that they make.

Children become independent from an early age because the childminder has high expectations for their learning. They persevere when attempting to put on their own coat and know where to put their shoes away. Children are supported to learn how to feed themselves and make choices about what they want to do.

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

- The childminder has carefully considered what she wants children to learn. She uses information from observations and assessments to identify any gaps in children's learning. This is then used to plan and deliver purposeful learning experiences, which supports children to make good progress in their development.
- The childminder has rigorous procedures in place to build relationships with children and their families. She gathers appropriate information from parents about children's likes, interests, and routines before they start at the setting. This information is used to plan interesting and enjoyable experiences for children from the outset so that they swiftly develop a positive attitude towards their learning.
- The childminder is enthusiastic about supporting children's communication and language development. Children enjoy sharing books with the childminder and join in with singing rhymes and songs. The childminder interacts with children throughout the day. However, sometimes, opportunities for children to communicate independently are hindered. Interactions are not always planned well enough to extend children's vocabulary and, on occasion, they try to communicate while using dummies.
- The childminder has a secure understanding of how to identify and respond to

delays in children's progress. She has systems in place for completing the progress check at age two and knows who to share this with. The childminder understands how to address any concerns in children's development with parents and other professionals so that support can be promptly implemented for any children with special educational needs and/or disabilities.

- Parents speak extremely positively about the childminder. They receive regular updates and information about their child's care and learning, which helps to provide continuity at home. Parents give credit to the childminder about noticeable progress they have seen in their child's learning, such as beginning to walk and talk.
- The childminder has a consistent approach to managing children's behaviour. She explains to children what is happening next to help them to understand routines and expectations. The childminder tactfully distracts children in a sensitive way when they struggle to manage their feelings and emotions so that they can successfully continue with their learning.
- The childminder has high regard for children's good health. She models hygiene routines and encourages children to become familiar with handwashing from an early age. The childminder provides children with a variety of nutritious snacks and meals, which helps to promote foundations for a healthy lifestyle.
- Children delight in playing outdoors, where they benefit from fresh air and exercise. Children practise their early writing skills as they use pens to make marks on an easel. They develop their coordination as they carefully transport water between different pots.
- The childminder has maintained her knowledge and understanding of requirements, including how to safeguard children. She has completed training to address previous weaknesses and has embedded this learning in her knowledge and practice. That said, the childminder does not continuously use training and professional development opportunities to build on her teaching skills so that she is able to extend children's learning even further.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- strengthen the support for children's communication and language development so that they become confident and fluent communicators
- sharpen the focus of training and professional development opportunities to raise the quality of teaching and consistently extend children's learning.

## Setting details

<b>Unique reference number</b>	EY559584
<b>Local authority</b>	Dudley
<b>Inspection number</b>	10310468
<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>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	25 May 2022

## Information about this early years setting

The childminder registered in 2018 and lives in Dudley. She operates Monday to Friday, all year round, except for family holidays. Sessions are from 7.30am until 5pm. The childminder holds an appropriate qualification at level 3. The childminder is eligible for early education funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Bennett

### 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 and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The inspector took account of parents' views of the setting.
- The inspector observed the quality of teaching and interactions, indoors and outdoors, to assess the impact of this on children's learning.
- The inspector held discussions with the childminder at appropriate times and looked at relevant documentation and evidence of suitability.

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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