

# Childminder report

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Inspection date: 22 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**

The childminder knows the children in her care very well. She gathers information from parents and uses this to plan activities that link to children's individual learning needs and interests as soon as they start. Children are happy and confident in the childminder's inviting and welcoming home. They develop strong bonds with the childminder and clearly enjoy being in her company. Children are kind and caring towards each other. Young children encourage babies to join in their play. The childminder uses plenty of praise and encouragement, which helps to build children's self esteem and confidence.

The childminder has a good understanding of how children learn. Her curriculum is broad and designed to support children to make the best possible progress across the areas of learning. The childminder encourages children's curiosity. For example, she supports children to experiment as they play with pipes and toy vehicles. Children are enthusiastic as they gather different-sized toy vehicles and anticipate whether they will fit down the cardboard pipe. Children use their problem-solving skills as they suggest ideas to make them go faster. The childminder supports children to develop a love of books. For example, she introduces favourite stories that link to the activities as children play.

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

- The childminder has a good knowledge of how children learn and develop. She uses this knowledge well to provide play experiences that motivate all children to learn. Her curriculum is broad and ambitious and supports all children to make good progress and be prepared for their next stage of education, including their eventual move on to school. The childminder works closely with other professionals and is aware of how to access support for children who need additional help or for those children with special educational needs and/or disabilities.
- The childminder supports children to develop their mathematical understanding. Children concentrate as they use magnetic shapes to build and construct different structures. The childminder encourages children to count and group different objects as they play.
- Children's communication and language development is supported well. The childminder says the children's names before speaking to them to gain their attention and focus. She introduces new words and helps young children to build sentences.
- The childminder is a good role model. She has high expectations of children's behaviour. She manages young children's behaviour appropriately, in a sensitive manner, according to their age and level of understanding. Consequently, children behave well. They share, take turns and use good manners.

- Children learn to do things for themselves. For example, they tidy up toys when they have finished playing with them. They make choices about the activities they take part in. They learn to dress themselves and put on their own shoes.
- Children learn about how to keep themselves safe. For example, they learn the importance of not running indoors. They know they must not disturb the childminder's pets when they are resting and that they need to wash their hands after petting them.
- The childminder teaches children about diversity and life in modern Britain. She plans activities that help children to learn about the similarities and differences between themselves and others.
- Parents are very complimentary about the childminder and the service she provides. They comment on the good progress their children make. However, the childminder does not always fully support parents to help accelerate children's acquisition of toileting skills at home. The childminder does not make the most of her good relationships with parents to help them complement their children's learning at home.

## **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:**

- work more closely with parents to share strategies to help accelerate children's acquisition of toileting skills
- build on ideas to assist parents to further support their children's learning at home.

## Setting details

<b>Unique reference number</b>	254970
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10305011
<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 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	8 February 2018

## Information about this early years setting

The childminder registered in 1998 and lives in Great Barr, Birmingham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with a co-childminder.

## Information about this inspection

### Inspector

Karen Laycock

### 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 childminder spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector spoke to parents and also took account of written views of parents provided by the childminder.
- The childminder provided the inspector with a sample of key documentation.

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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