

Childminder report

Inspection date: 19 February 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 consistently happy and settled during their time at the setting. They form warm and secure relationships with the childminder and her assistant. Children rapidly develop their confidence in the setting but seek comfort and reassurance from adults when they need it. This helps children to feel safe.

The curriculum is well-thought out for children so that they gain skills in readiness for the next stage in their learning. The childminder plans and provides a broad and varied range of activities that help children to develop a highly positive attitude towards their learning from an early age. Children confidently use brushes to make marks with paint. This helps to develop their small hand muscles and early writing skills. Adults help children to predict what might happen when they mix different coloured paints, before children test this out for themselves. Children delight in joining in with song and rhyme times. They enthusiastically copy the instructions in songs and practise moving their bodies in different ways.

The childminder has high expectations for children to become independent. Children are competent in cleaning their own hands after messy activities or before mealtimes. They make choices about what they want to do and help to serve their own food at mealtimes.

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

- The childminder is rigorous in her approach to self-evaluation. She is confident in identifying ways to improve her service and implements changes swiftly. This helps to continually build on the good quality of provision and promote the safeguarding and welfare of children.
- The childminder gets to know every child as an individual. She builds sound relationships with children and their families and exchanges information regularly about children's interests and care needs. This enables the childminder tailor children's care and learning to meet their individual needs.
- The childminder gives high priority to children's mathematical development. Children learn about the features of different shapes, such as a rectangle having two longer sides. They explore the environment to find different shapes to reinforce their understanding. Children have continued opportunities to practise their counting skills, such as when joining in with singing familiar songs and rhymes.
- Children thoroughly enjoy the activities that the childminder provides for them. She adds challenge to help children remain motivated and engaged. However, on occasions, activities do not always match precisely to what children need to learn next so that they are supported to achieve this and make the best possible progress in their learning.

- Children behave very well. The childminder and her assistant are fair and consistent in explaining their expectations for children's behaviour. They encourage children to show respect towards each other and take turns in choosing what they want to do next. Consequently, children are supported to become kind and courteous individuals.
- Children are exposed to a rich and varied range of vocabulary. The childminder and her assistant continuously talk to children and ask them questions. They sing to children and share books with them, which helps to promote children's early love for reading. That said, they do not always allow children opportunities to process questions asked to them or give children enough time to practise using the words they hear to build on and extend their own vocabulary even further.
- Children's health is well supported. The childminder encourages children to learn good hygiene routines from an early age. Children enjoy a varied and balanced range of nutritious meals. They have opportunities to exercise as they join in with physical activities, such as dancing.
- The childminder is committed to working with other professionals. She knows how to obtain support for children who show delays in their development. The childminder recognises the importance of working in partnership with parents to help children, including those with special educational needs and/or disabilities, access any support they need.
- The childminder is dedicated to keeping her knowledge and skills up to date. She undertakes regular training and professional development opportunities and supports her assistant to access these courses. This helps to promote the continued interests of children.

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:

- refine planning for activities and experiences to focus more precisely on what children need to learn next
- build on the opportunities for children to practise using vocabulary to enhance their communication and language skills even further.

Setting details

Unique reference number	EY370096
Local authority	Sandwell
Inspection number	10332464
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	1 to 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	15 May 2023

Information about this early years setting

The childminder registered in 2008 and lives in Oldbury. She opens Monday to Friday, all year round, except for family holidays and bank holidays. Sessions are from 7am until 6pm. The childminder holds a qualification at level 3 and works with an assistant who holds a qualification at level 5. The childminder is in receipt of 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 provider 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 childminder and inspector carried out a joint observation of a group activity.
- The inspector observed the quality of teaching and interactions 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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