

Childminder report

Inspection date: 28 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

The supportive and caring childminder has strong bonds with children. They are eager to include her in their play and children are able to share their thoughts, feelings and ideas confidently. This helps them to feel safe and secure. They freely explore and make choices from the toys, activities and resources. The childminder understands children's individual care and learning needs. She plans a range of learning experiences, along with providing interesting and stimulating resources and outings.

Children successfully build on their skills and knowledge. The childminder introduces mathematics as children play. For example, they can identify shapes and sizes as they make Mother's Day cards. Children are encouraged to count, and they explore and understand quantity and positional language. Children develop a love of reading as they choose their favourite books and are eager to listen as the childminder reads to them. The childminder has high expectations of children's behaviour. Children have a clear understanding of what is expected of them. For example, they help tidy away their toys when they have finished playing. Children gain a wide range of skills to prepare them for the next stage of their learning, such as starting school.

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

- The childminder knows the children well and has a clear plan for what she wants them to learn. Children have a good balance of child- and adult-led activities. The childminder gathers information about children's starting points from parents. She makes observations of the children and uses this information to plan her curriculum to help children make good progress. She completes the progress check for two-year-olds and shares this with parents, so they are fully aware of where their children are in their development.
- The childminder recognises the importance of developing children's communication and language skills. She constantly repeats phrases and talks to the children throughout the day to support them to learn new words. This helps to widen their vocabulary and support their later learning. Children have lots of opportunities to engage in imaginative play. For example, they choose role-play items, such as dolls and a doctor's set. They check on their dolls, dressing and feeding them. The childminder encourages children to identify emotions and consider the feelings of others.
- The childminder helps children to gain a good understanding of how to live a healthy lifestyle. Children have daily fresh air and enjoy trips to local toddler groups. The childminder teaches children about the importance of good oral health. Children talk about going to the dentist with the childminder. However, although the childminder has identified and planned improvements to the

outdoor environment, these have not yet been implemented to support children who prefer to learn and play outdoors.

- The childminder provides a welcoming and inclusive environment. She is a good role model. The childminder respects and values each child's individual characteristics and abilities. She helps children to learn about the differences between themselves and others. The childminder teaches children the importance of sharing and turn taking. In addition, she offers meaningful praise during activities to boost children's self-esteem.
- The childminder forms strong partnerships with parents. Parents have daily opportunities to exchange important information, and the childminder keeps them well informed of their children's development. She shares information about children's next steps in learning and suggests ways that parents can continue their child's learning at home. Parents comment positively about the childminder's service.
- The childminder maintains a good standard of care and education for all children. She explains how she regularly networks with other childminders to keep up to date with changes to legislation and early years practice. However, the childminder is yet to fully reflect on her practice to identify areas for professional development, to enhance her knowledge and promote even better outcomes for children who attend.

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:

- implement the planned improvements to the outdoor learning environment to provide even more opportunities for children who prefer to learn outdoors
- identify a more targeted plan for professional development, to increase knowledge and skills further, and raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY289850
Local authority	Sandwell
Inspection number	10317437
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	3 to 9
Total number of places	6
Number of children on roll	5
Date of previous inspection	1 May 2018

Information about this early years setting

The childminder registered in 2004. She operates all year round from 6.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jacqueline Coomer

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector completed a learning walk and discussed how the curriculum supports children's learning.
- A joint observation of a teaching activity was carried out by the inspector and the childminder.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed a sample of documentation and took account of written feedback from parents.

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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