

Childminder report

Inspection date: 14 March 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 happy, confident and settle quickly. This is because the childminder and her assistant provide a kind, nurturing and reassuring approach, to help children feel safe and secure when attending their home-from-home environment. The childminder and her assistant provide children with rules and boundaries when they are playing. They gently remind children to be kind to their friends and children follow these reminders well.

The childminder and her assistant are attentive to the children's needs. They carefully plan activities that incorporate children's interests to help build on their understanding of the world around them. For example, children have shown an interest in space and the childminder provides books and resources to develop their awareness further. Children confidently repeat the names of the planets as they look through the books and share these with their friends.

Children show curiosity and excitement as they explore the activities on offer. They demonstrate a 'can-do' attitude when they find the pipettes in the water tray and use these to transfer water to different containers. The childminder and assistant provide an abundance of praise when they successfully achieve this. This builds on children's confidence and self-esteem.

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

- The childminder and her assistant know the children well. They gather information by observing children during activities to assess their current age and stage of development. The childminder regularly meets with parents to gather information and share children's ongoing learning. They use this information to inform their planning. The childminder and assistant work in partnership with other professionals and parents to ensure children who have identified delays have access to the right support. This helps all children to make good progress.
- Parents state that their children have built good relationships with the childminder and her assistant. They comment their children are more sociable since attending. Parents state they value the support they receive and the strategies shared for how they can support their children's learning at home. This includes ideas for supporting their children's behaviour.
- Children explore different activities with determination. They find the different numbers hidden in the tray. The childminder and assistant support children in developing their awareness of numbers. Children look at the numbers in the activity and try to find the next number in the sequence. However, at times the childminder does not always adapt her teaching to build successfully on what children already know, to extend their learning even further.

- The childminder and her assistant introduce a range of different experiences that widen children's understanding of equality and diversity. For instance, they read stories about differences and similarities between people to help children to learn what makes them unique. Children join in with activities that build on their understanding of what their friends may celebrate, such as Eid and Easter.
- During group times, the childminder sits with children to read a story. Most of the children are keen to join in and sit and listen well. However, some children become distracted by what is happening around them and stop listening. The childminder and assistant do not always consider ways to adapt these activities to help all children to re-engage.
- The childminder provides her assistant with regular opportunities to discuss ongoing support within her role. They review their practice together and attend regular training to keep their knowledge up to date. The childminder works well with other childminders and their local authority to help them continuously develop their practice. They keep mandatory safeguarding and paediatric first-aid training up to date.
- Children follow personal care routines well, as they go and wash their hands before mealtimes and confidently feed themselves. They develop their independence through a range of experiences. For instance, dressing themselves to go outside or using the toilet. This supports children's development in preparation for school.

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 practice to enhance the quality of teaching to help extend children's learning to the highest possible level
- review the organisation of activities to enable children to consistently remain engaged in their learning.

Setting details

Unique reference number	EY431281
Local authority	Dudley
Inspection number	10317472
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 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	24 May 2018

Information about this early years setting

The childminder registered in 2011 and lives in Halesowen, West Midlands. She works with an assistant and operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Katherine Wilson

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to children and the assistant during the inspection.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared written views of the childminder with the inspector.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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