

Childminder report

Inspection date: 14 March 2025

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 childminder provides a nurturing environment that supports children's engagement in play and learning. Children are warmly greeted upon arrival and are excited to see their friends. The childminder and her assistants encourage children to find their named picture and place it on the door to show who is there to play today. This promotes children's sense of self and supports their personal, social and emotional development effectively.

The childminder is committed to providing engaging learning experiences that are tailored to children's interests. She gathers detailed information from parents about children's routines, interests, and abilities, and she uses this to ensure high-quality care and that a stimulating curriculum is offered. For example, the childminder builds on children's enthusiasm for building towers by demonstrating one-to-one correspondence, touching each object while counting. Positional language, such as 'top', is introduced as children stack and balance blocks. This supports children's early mathematical understanding.

The childminder supports children to recognise and manage their feelings using a range of age-appropriate strategies. For instance, she uses emotion cards alongside words such as 'sad', 'angry' and 'happy' to build children's emotional vocabulary. Children are learning how to recognise and manage their feelings.

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

- The childminder talks to children throughout the day, successfully using these interactions to support their communication and language development. She gently corrects children's grammar. For example, she says, 'You did build a big tower' in response to 'I builded a big tower.' The childminder also uses alternative words, such as 'huge' instead of 'big'. This approach supports children's language development and helps to broaden their vocabulary.
- Stories and songs times are regular features throughout the day. Children's interest in a familiar story is enhanced as they explore materials, such as bricks and straw. The childminder then leads a discussion about the properties of these materials. Children listen well and enjoy seeing whether they can blow straw and bricks off their hands. In addition, children thoroughly enjoy singing. They are keen to choose their favourite songs, joining in with the words and actions. This supports children's development across all areas of learning.
- The childminder plans exciting adult-led activities for children to enjoy. However, the intentions for learning are not always clear. This means that children do not always know what it is they need to do. Children quickly lose interest and want to take the learning in a different direction. When this happens, the childminder does not always consider how she can adapt her approach to support children's

learning and tries to continue with the planned activity. This means that children are not always engaged in meaningful learning and, as a result, do not move forward in their learning as quickly as they could do.

- The childminder has rules, such as sharing and being kind, in place to support her expectations for children's behaviour. However, these are not clearly defined or implemented consistently. For example, adults remind children to share, but when disagreements arise, they do not act quickly to help them resolve the situation. This means that children do not learn the best way to consider their own and others' needs when solving a problem.
- The childminder has clear plans for the future of her provision. She works with a co-childminder and three assistants to enable her to meet the needs of the children in her care. The childminder is committed to continually developing her own professional knowledge, and that of her team, through ongoing training.
- The childminder works very closely with parents. Communication is maintained through daily conversations and regular updates. She shares information with parents on what their child is learning and how they can continue to support this at home. The childminder uses feedback from parents to extend learning opportunities and support children's development. This helps to ensure a consistent approach to support children's further development.

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:

- consider ways to adapt the teaching approach to increasing children's engagement and focus on using children's interests as a foundation for learning, thereby supporting children to make the best possible progress
- ensure that children are given clear and consistent messages about the expectations for their behaviour to fully support them in managing their behaviour independently.

Setting details

Unique reference number	209843
Local authority	Staffordshire
Inspection number	10380457
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	13
Number of children on roll	27
Date of previous inspection	10 June 2019

Information about this early years setting

The childminder registered in 1992 and lives in Stonnall, Walsall. The childminder works with a co-childminder and three assistants. She operates all year round from 7.30am until 6am, Monday to Friday, except for bank holidays and family holidays. The childminder receives government early education funding for eligible children.

Information about this inspection

Inspector

Sarah Dukes

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision and the aim and rational of the curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector spoke with an assistant childminder during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between adults and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of adults working with children.

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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