

Childminder report

Inspection date: 28 August 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 childminder is kind and caring and makes learning enjoyable. Children have fun in her care and demonstrate they feel happy and safe. The childminder provides a warm and nurturing environment. Babies settle quickly as they arrive, with lots of cuddles and reassurance from the childminder. Children enjoy the childminder's positive interactions. The childminder knows the children and their families well. She shows a genuine interest when children share information with her, such as news about their recent holidays. Overall, the childminder extends children's learning as they play. For example, as children stick magnetic shapes onto a metal radiator, the childminder helps them to name the shapes and learn the colours.

The childminder takes children out in the local community and further afield. She plans experiences to enhance children's learning. For example, she incorporates the use of different modes of transport, such as trains and buses, when planning trips out. The childminder teaches children how to keep themselves safe as they cross roads and travel on buses and trains. All children develop a positive attitude towards their learning and make good progress from their starting points.

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

- The childminder has created an ambitious curriculum that focuses on helping children to acquire essential life skills and preparing them for their eventual move on to school. The childminder monitors children's progress closely and shares information about their learning with their parents. She is fully aware of the different agencies that can provide her with support and advice for children who may need additional help. However, on occasions, the resources and activities provided by the childminder do not match children's interests and learning needs. Therefore, at times, children become bored and disengage.
- The childminder supports children's language and communication development effectively. As children play, she engages them in discussions and encourages them to express their own ideas. The childminder introduces new words and gives clear explanations of their meaning. When children use incorrect words or tenses, the childminder sensitively repeats the words to support children's learning.
- The childminder supports children of different ages. Babies and toddlers learn to count and develop an awareness of mathematical concepts, such as 'big', 'little' and 'all gone'. Pre-school children learn to recognise numbers and small groups of objects, without counting them.
- The childminder helps children to develop a real interest in books and stories. Children select their favourite stories and take them to the childminder to read. They listen intently to the story and copy words which are new to them.
- The childminder supports children to lead healthy lifestyles. She works with

parents to ensure that children come to her setting with nutritious packed lunches. Children learn to wash their hands after using the toilet and before they eat. The childminder promotes children's physical skills effectively. Children enjoy their time at the parks in the local area, where they have fun using the climbing apparatus. The childminder knows that babies enjoy building towers with bricks and so encourages them to build their towers taller. Babies laugh as the towers fall down. Children develop their small-muscle skills as they complete chunky peg puzzles.

- The childminder provides plenty of opportunities for children to be outdoors each day. Children talk excitedly about a forthcoming trip to the zoo. The childminder encourages the children to talk about the animals they expect to see. Children recall different insects they have seen during a recent walk at the nature reserve, such as blue and green dragonflies.
- Children are happy to adhere to the childminder's rules and boundaries. They learn to share and take turns. However, the childminder does not always help children to understand the impact that their words can have on others.
- The childminder reviews her own practice regularly to help her to continually improve. She knows her own strengths and where she would like to improve. The childminder is committed to her continuous professional development. For example, she has recently attended training on teaching children phonics. She has booked training to help her to further support children's communication and language 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:

- enhance the planning of activities further to precisely match them to children's learning needs and interests
- support children to understand the impact that their words can have on others.

Setting details

Unique reference number	255488
Local authority	Walsall
Inspection number	10351121
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	7
Date of previous inspection	8 October 2018

Information about this early years setting

The childminder registered in 2000 and lives in the Coal Pool area of Walsall. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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 and the inspector had discussions at convenient times, and the inspector sampled documentation.
- The childminder spoke to the inspector about how she implements her curriculum and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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