

Childminder report

Inspection date: 4 July 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 supports children to feel settled and secure in her setting. She works in close partnership with parents to promote children's learning and development. The childminder provides a stimulating play environment, both indoors and outdoors. She plans effectively to ensure that children learn about the world around them. For example, they get involved in caring for plants and flowers. Children enthusiastically participate in many physical activities. They practise their movement and balance skills using a range of wheeled toys. Children competently navigate bikes and scooters across the different surfaces in the garden. This helps to build strength in the large muscles in their legs.

The childminder skilfully engages and supports children to sustain their focus and attention. As a result of this, children are keen to involve her in their play. For example, the childminder creates anticipation as she engages children in construction play. Together they work collaboratively to build a tower. Children are eager to select the bricks they need to keep adding to the tower. The childminder introduces words such as 'gigantic' and 'huge' to extend children's vocabulary. Children repeat these new words in their play. Together, the childminder and the children giggle as the tower falls.

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

- The childminder plans effectively for children's learning. She works closely with parents to gather information about what children already know and can do. The childminder then uses this information effectively to support children's development across all seven areas of learning. As a result of the childminder's implementation of a purposeful curriculum, children make good progress.
- The childminder skilfully uses stories to foster children's early literacy skills. Children delight in sharing familiar books with her. The childminder encourages them to choose from a collection of animals to match the characters. Children are keen to turn the pages of the book. They lift the flaps to discover the animals in the story.
- Children benefit from spending lots of time outdoors. The childminder provides interesting sensory opportunities for them to explore. She playfully engages children and encourages their use of tools and resources to extend their play. Children delight in using a spray bottle to water the plants. This helps them develop the strength of the small muscles in their hands.
- The childminder is a strong role model and supports children's communication and language successfully. Children are exposed to a wide vocabulary and the childminder uses new words in context. The childminder and children attend groups together in the local community, which further helps with children's social communication. The childminder skilfully pitches her interactions appropriately to

meet the unique needs of the children in her care.

- The childminder promotes children's independence. She encourages them to carry out simple tasks for themselves. Children follow instructions promptly when the childminder asks them to find their shoes in readiness to go outdoors. They enjoy making choices and are keen to enter the shed and select from the resources on offer.
- The childminder skilfully supports young children to play cooperatively. She recognises and nurtures their developing friendships. The childminder ensures that children have access to sufficient resources for them to play collaboratively. She praises children as they successfully take turns to roll the balls down the track.
- The childminder gently reminds children of her expectations. They listen to her and respond positively when she asks them to get involved in tidying away. Children are keen to put toys and resources back where they belong. The childminder consistently praises their efforts and achievements.
- Children have their own thoughts and ideas as they explore the environment. However, on occasions, the childminder does not build on children's interests and motivations during play to extend their learning even further.
- Parents are thrilled with the provision. They appreciate the warm and nurturing relationships that the childminder develops with the children. Parents also comment that children make excellent progress.
- The childminder is committed to developing and extending her skills and knowledge. She attends relevant webinars and uses new information to shape the provision for children. The childminder stays up to date with new developments through access to a local hub.

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 skills in recognising when to focus on children's interests in their play to extend learning even further.

Setting details

Unique reference number	EY136820
Local authority	Walsall
Inspection number	10346101
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	29 August 2018

Information about this early years setting

The childminder registered in 2001 and lives in Willenhall, Walsall. She operates all year round, from 8am to 4pm Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Gadsby

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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