

Childminder report

Inspection date: 17 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children benefit from a welcoming atmosphere, where meeting their individual care needs is a clear priority. Children are happy and feel safe. They move confidently around the environment, enjoying their interactions with the childminder. Outdoors, children thoroughly enjoy blowing bubbles and using the trigger guns to make bubbles. This activity is used well to encourage children to share and to introduce new concepts and develop their language. For example, children consider what direction the wind is blowing and describe the bubbles.

Children are active learners and thoroughly enjoy being outdoors. They are supported well to test and increase their physical skills. Children show a keen interest in making marks as they use the chalk at the easel. They benefit from activities with a clear learning purpose. For example, children use tweezers to pick up dried pasta to help strengthen their fingers and hands. They fill their bottles with pasta and rice to make shakers and are encouraged to shake their bottles and listen to the sounds they make. Daily story sessions are popular with children. They are skilfully encouraged to talk about the pictures in the book and are asked questions to make them think.

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

- The childminder has made good progress since the last inspection. She has made effective use of training opportunities to increase her knowledge and skills. There are clear systems in place to identify children who may benefit from additional targeted support to help close gaps in their learning. The childminder places a high focus on promoting children's communication and language skills during her interactions. For example, she skilfully provides a rich range of language and sensitively supports children to communicate.
- The childminder observes children closely to find out what they can do and what they enjoy. She identifies children's next steps in learning and uses this information effectively to help her plan motivating learning experiences. The curriculum incorporates interesting topics and opportunities for children to learn about the changing seasons. These experiences are used well to help support children across all areas of learning.
- The childminder works closely with parents to gather detailed information about children's care and development. She uses this information to meet children's needs. Daily discussions, including the regular sharing of assessment information, mean parents are kept well informed about their children's development. Parents report that they are happy with the progress their children make and they appreciate the advice they receive on issues, such as behaviour management.
- Promoting children's personal, social and emotional development is a clear

strength. The childminder provides plenty of opportunities for children to attend local playgroups to help increase their social skills and confidence. She supports children well to manage their feelings and resolve their disputes.

- Children are encouraged to talk about their families and share their similarities and differences. The childminder provides good opportunities for children to learn about disability. Children take regular walks in the local community. However, the childminder does not plan enough age-appropriate opportunities for children to learn about other cultures to further extend their understanding of diversity.
- The childminder places a good focus on preparing children for school. She provides ample opportunities for children to write and to enjoy books to increase their literacy development. She supports children well in using mathematical language, such as 'heavy' and 'big', as they play. She provides opportunities for children to count and to recognise numbers, colours and shapes. However, these activities are not as popular because the childminder does not always incorporate this learning through the activities children enjoy most.
- Supporting children's health and physical development is given good regard. The childminder teaches children about the benefits of eating a healthy diet and the importance of cleaning their teeth. She places a clear focus on providing activities to help increase their physical fitness and develop children's finger, hand and arm strength.

Safeguarding

The arrangements for safeguarding are effective.

All members of the household are vetted and suitable. The childminder has a secure understanding of child protection and the procedures to follow if she is concerned about abuse and neglect. She has a good understanding of the possible signs of children who may be at risk of radicalisation and/or extremism. There are effective systems in place to keep children safe on outings. For example, children wear high-visibility jackets and the childminder teaches them about road safety. Older children are taught about the risks of the internet and social media. Children are supervised at all times around the pet dog.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen further the programme for understanding of the world in relation to providing increased age-appropriate opportunities for children to learn about other cultures
- provide increased opportunities for children to count and recognise numbers, colours and shapes through the activities they enjoy most to further extend their mathematical development.

Setting details

Unique reference number	EY225326
Local authority	Worcestershire
Inspection number	10252063
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	2 August 2022

Information about this early years setting

The childminder registered in 2002 and lives in Wythall, Birmingham. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The inspector and the childminder completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint observation and held discussions with the childminder.
- The inspector looked at relevant documentation and evidence of the suitability of adults living in the household.
- The inspector took into account the views of 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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