

Childminder report

Inspection date: 2 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 provides a welcoming and homely environment for children. Children show that they feel safe and secure. They are quickly soothed by the childminder if they become upset or unsettled. Children are sociable and confident in the childminder's home. They giggle and smile broadly as the childminder plays and interacts with them. The childminder helps children to develop a love of books and stories. Children snuggle contentedly onto the childminder's lap and listen attentively to stories. Babies listen and babble to familiar rhymes.

The childminder helps children to learn to keep themselves safe. Children listen carefully to the childminder's instructions on the walk to school. They hold hands and cross the road when the childminder says it is safe to do so. The childminder supports children to develop their physical skills effectively. She supports young babies to develop their muscles in readiness for walking. For example, she encourages babies to pull themselves up and hold on to furniture.

The childminder takes the children out within the local community, including to playgroups and local parks. This helps children to socialise and interact with adults and children who are less familiar to them. All children make progress from their starting points. They develop positive attitudes towards their learning.

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

- Overall, the childminder's curriculum is well planned and helps children to develop the skills they need for future learning. However, on occasions, the childminder does not support children to explore and investigate resources in their own way.
- The childminder undertakes regular observations to assess children's learning needs, identify any gaps in their learning, and ensure that children are making expected progress. She understands where she can obtain support for children with special educational needs and/or disabilities when needed.
- The childminder places a high priority on children's emotional well-being. She obtains information from parents before children start and offers settling-in sessions that meet children's individual needs. The childminder ensures that routines fit around children's individual care routines, particularly those of young babies.
- The childminder is caring, warm and gentle. She responds promptly to children's needs, such as when they are hungry, tired or would just like a cuddle. Consequently, children are happy and content in her care.
- The childminder supports children's communication and language skills well. She constantly talks to babies. She acknowledges their gestures and babbles so they know their efforts to communicate are valued. She helps children to learn new

words and build sentences.

- The experienced childminder helps children to develop their creative skills as she enthusiastically joins in their play. Babies watch as the childminder demonstrates the use of musical instruments. They smile as they select their own instruments to make different sounds.
- The childminder supports children to develop healthy lifestyles. She provides healthy snacks and meals. Children benefit from daily opportunities to exercise and be in the fresh air. Children enjoy trips to the local park, where the childminder encourages them to collect different natural resources as they explore the natural environment.
- The childminder has high expectations for children's behaviour. She supports children to understand and follow the simple rules of her home. She supports babies to learn to share and take turns from an early age, using age-appropriate language.
- The childminder encourages children to be independent. Older children are responsible for gathering their belongings ready for the walk to school. Babies and toddlers learn to feed themselves and choose their own play.
- The childminder develops strong partnerships with parents. Parents comment that their children enjoy attending. They say that the childminder provides regular updates on the progress their children make in her care.
- The childminder is enthusiastic about her work and is committed to preparing children for their eventual move to school. The childminder keeps her mandatory training up to date. However, her plans for professional development are not sharply focused on developing her skills and knowledge to raise the quality of her teaching even further.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture towards safeguarding that puts children's welfare first.

What does the setting need to do to improve?

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

- know when to step back and enable children to develop their exploration and investigative skills further
- seek ways to identify professional development opportunities that focus on developing an even deeper understanding of teaching and learning.

Setting details

Unique reference number	EY271136
Local authority	Walsall
Inspection number	10351096
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	0 to 11
Total number of places	6
Number of children on roll	10
Date of previous inspection	4 October 2018

Information about this early years setting

The childminder registered in 2003. She lives in the Walsall area of the West Midlands. She operates her childminding provision from 6.30am to 6pm, Monday to Friday, all year round, except bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She is eligible to receive funding to provide free early education for two- and three-year-old children.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- This is 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 her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and took account their views.
- The childminder provided the inspector with a sample of key documentation.

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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