

Childminder report

Inspection date: 19 March 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

Children establish safe and secure relationships with the childminder. When children become upset, they seek out the childminder for reassurance, and she offers a warm and caring cuddle to help them settle. The childminder supports children in developing their confidence in the home environment. Children demonstrate positive attitudes to their learning as they explore activities. For instance, as the children find the tricycles they want, the childminder encourages younger children to work out how to safely climb onto them. When they successfully achieve this, she provides an abundance of praise, and the children respond with a huge smile at their achievement. This builds on children's self-esteem and confidence.

The childminder embeds consistent rules and boundaries to enable the children to learn the expectations. Children behave well and respond positively when the childminder reminds them of these. They have a wonderful time while out in the garden. Children build friendships with their peers as they watch each other on the climbing frame. They follow their peers' lead as they climb the steps to the slide and take turns sliding down. Children watch in awe as the childminder blows the bubbles and encourages them to pop them as they float along in the air. They giggle in delight as they try to catch and pop them.

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

- The childminder gathers information from parents about children when they start. She observes children to find out what they already know. The childminder uses this information to identify appropriate next steps to support what she wants them to learn next. If the childminder identifies any delays in their development, she seeks the right support to implement strategies to help them make the expected progress.
- Parents speak positively of the care their children receive. They share that their children are well-equipped to go to nursery or school. The childminder shares regular updates on their children's development and how they can further support their learning at home.
- The childminder understands the importance of supporting children with their emerging communication and language. That said, sometimes she is not always consistent with how she implements this. For example, when developing children's vocabulary, she identifies objects in the environment and asks children what they are. However, she does not always follow this up to help extend and build on their vocabulary. This does not fully promote their development of communication and language.
- The childminder takes children on regular outings that follow their interests, such as visits to the farm. Children explore activities and stories following their visit. They show excitement when they see pictures of what they saw on the

farm, such as the animals and a tractor. This helps build their awareness of living things and the world around them.

- The childminder reflects on her practice and seeks feedback from parents and the local authority to build on her provision. She has attended mandatory training to ensure she keeps her knowledge up to date. However, she has yet to attend wider training and development opportunities to further enhance her provision and support her in raising her provision to a higher level.
- The childminder values each child and recognises the importance of acknowledging their family traditions, which she includes in the activities she provides. Children learn about what makes them unique as they celebrate their cultural festivals. Children explore different activities that build on their awareness of what their friends may also celebrate, such as Easter and Diwali.
- Children follow good personal care routines. They wash their hands before eating. The childminder is vigilant during mealtimes to ensure children are safe. She sits and supervises them during the meal, promoting their independence, for example by encouraging them to use their cutlery and feed themselves or make choices about what they want to eat. This supports their skills in readiness to go to school.
- Children explore activities with challenges. They concentrate as they try to push clips together on a toy. When children start to struggle, the childminder calmly guides them. She encourages them to take their time as they connect the clips. Children smile at their achievement, showing a sense of pride that they worked this out. This supports children to learn how to manage their feelings and develop their resilience.

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 different ways to consistently embed teaching strategies to support children's emerging communication and language
- seek wider training opportunities to further develop skills and knowledge to raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY371445
Local authority	Walsall
Inspection number	10317457
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	7
Date of previous inspection	16 May 2018

Information about this early years setting

The childminder registered in 2008 and lives in Walsall. She operates all year round, from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Katherine Wilson

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 childminder.
- 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 provided the inspector with a sample of key documentation on request.
- Parents shared written feedback about the childminder with the inspector.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and 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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