

Childminder report

Inspection date: 26 September 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 are happy, excited and highly confident in the childminder's care. They have secure bonds with the childminder that help them to feel safe. The childminder is warm and friendly. Children are comfortable to lead their own play, choosing from her well-organised and broad range of toys and equipment with ease. They demonstrate their cheerful relationship with the childminder. Children delight in playing a lively game of hide and seek. They whisper as they help the childminder to find the tent to hide inside. Children get excited when she plays with them.

The childminder is a good role model for the children. She has high aspirations and expectations for their behaviour. As a result, children are extremely well behaved. The childminder uses effective strategies to support children to communicate amazingly well. Children politely ask the childminder to read stories to them. They point out shapes and excitedly engage and scream when they see the scary lion. The childminder further develops their vocabulary with skill. She incorporates questions to help extend their language in a way that engages and excites children's learning. As a result, the childminder promotes the love of books and reading with children and teaches them new words.

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

- The childminder understands child development. She obtains information from parents about the children's learning and development. This helps her to plan learning experiences to support children to make progress and extend what they know. The childminder has an awareness of how to support children with special educational needs and/or disabilities and works with parents to get children the support they need.
- The childminder is cheerful and the children respond well to her positive nature. They chat excitedly to the childminder about what they are doing throughout the day. Children show and tell the childminder that they are jumping. This highlights that children are confident communicators and feel safe with the childminder.
- The childminder is aware of how the pandemic impacted children. She observed how they lost their social skills and had difficulty engaging with new people. Since the restrictions have been removed, the childminder supports children's personal and social development by taking them out on visits and outings. They now enjoy meeting with their friends.
- The childminder helps children to learn about diversity through teaching them about a range of celebrations and festivals. She broadens children's knowledge and takes them on visits to playgroups, parks, the library and the local shops within the community. This supports children to learn about the wider world.

- Children follow good health and hygiene routines. They are regularly encouraged to wash their hands before snacks and meals and after using the toilet. The childminder provides children with healthy and nutritious home-cooked meals and snacks. She teaches them the importance of eating healthy food. The childminder encourages them to eat plenty of fresh fruit and vegetables to maintain good oral hygiene. For example, children say that they particularly enjoy eating strawberries.
- Children have plenty of space and opportunities for fresh air and exercise. The childminder uses her large garden to make full use of the natural environment for children to play and explore outdoors. This increases their love of nature, such as through leaf collecting to create autumn pictures.
- Partnerships with parents are strong. The childminder is highly regarded by parents. They are well informed on a regular basis about their children's learning and interests. Although the childminder regularly shares information with parents, she has not considered how to incorporate parent feedback in her progress checks to ensure their views are included.
- The childminder connects with other childminders to enhance children's learning. They share information about child development, training, updates, activities and places to visit with children. The childminder recognises her own training needs and maintains her professional development.
- The childminder organises activities based on children's individual interests and needs. Children progress well as a consequence. Although the childminder provides a range of stimulating activities, she does not always fully explain to children what the activity is and what they are going to do to help them gain the very best from the experience.

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 providing children with information about planned activities to enable them to fully understand what they are going to do and gain the most from the learning experience
- review arrangements for including parental comments in the progress check at age two.

Setting details

Unique reference number	EY381420
Local authority	Walsall
Inspection number	10348814
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	2 to 0
Total number of places	6
Number of children on roll	1
Date of previous inspection	29 October 2018

Information about this early years setting

The childminder registered in 2008 and lives in Sutton Coldfield, West Midlands. The childminder holds a level 3 early years qualification. She operates all year round from 7.45am to 5pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Maryanne Hepburn-Bean

Inspection activities

- 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 provided and assessed the impact that this was having on children's development.
- The inspector viewed the premises and discussed their safety and suitability.
- The inspector and childminder carried out a joint observation of a group activity.
- The inspector took account of parents' views during the inspection.
- 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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