

Childminder report

Inspection date: 4 June 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 works in close partnership with parents and carers from the outset. She finds out what children know, understand and can do and uses their interests and dispositions to set up the learning environment. For instance, when children know the phrase, 'Fih, fie, foh, fum, I smell the blood of an Englishman', she plans activities that link to the story of 'Jack and the beanstalk'. This supports children's literacy development, and they happily engage in play.

The childminder's strength is that she constantly encourages children to talk about what they know, see and hear. This builds their confidence. For example, when looking at a story, children fluidly talk about the pictures on each page and discuss how they would feel if they were in the same situation as the character in the book. They demonstrate good behaviour and empathy for others.

Children are very sociable. For instance, they beam with pride as they show the inspector their baby pictures. This shows that they feel safe and secure. Parents comment on the progress children make. They say, 'Children go from being a shy timid little dot to a fearless toddler.'

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

- Children's personal development is at the centre of the childminder's practice. For instance, she continuously shows children high levels of respect and praises them at every opportunity. When playing a board game, she reminds children of the rules, and when children sneak a few extra turns that results in their victory, they laugh together. This promotes an enjoyable experience.
- Children develop a secure understanding of what constitutes as a healthy lifestyle. For example, they learn of the impact sugary drinks have on their teeth and they benefit from a 'special cup' that they specifically use for drinking water. This cup goes home with children to encourage them to drink more water when away from the setting. Children independently cut up their blueberries prior to eating them. They discuss how healthy foods help them to 'build big muscles' and 'give us energy'. This motivates children who are selective eaters to build positive relationships with food.
- The childminder strives for all children to be happy, confident learners. Therefore, she focuses the curriculum on the skills that schoolteachers expect children to acquire prior to starting school, such as self-help skills and independence. She establishes partnerships with staff at other settings that children attend. This creates a shared approach to children's learning.
- The childminder shares daily information with parents about their children's learning and experiences. She uses the two-year-old progress check to identify how children are developing and determine if they require any additional

support. The childminder regularly attends training that enhances her knowledge of the sector, including how to best support those children with special educational needs and/or disabilities. Additionally, she greatly benefits from networking with other childminders who have similar goals and challenges.

- Children demonstrate high levels of independence and a 'can-do' attitude. They say, 'I can do it' when attempting to zip up their own coat. The childminder encourages children to make personal choices, and she adapts teaching accordingly to meet their needs and interests. For instance, she suggests children 'feel the rain' to decide whether to go outdoors. When children say they are hungry, she initiates snack time. This shows that children's views truly matter.
- Children enjoy exploring numbers. For instance, they play board games where they carefully count out the number of spaces they can move, and during story times, they identify the number of characters that they can see. Children often see groups of objects and instantly know the quantity without needing to count them one by one. They deeply understand the value of number.
- The childminder engages children in frequent conversations and asks a wealth of open-ended questions, which encourages them to think about what they know. Consequently, children show strength in their speaking and understanding skills. However, on occasions, the childminder does not fully identify ways to further build on what children already know to further their learning as far as possible.

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:

- use every opportunity to build on what children already know to further their learning as far as possible.

Setting details

Unique reference number	EY387176
Local authority	Walsall
Inspection number	10347189
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	4 to 11
Total number of places	6
Number of children on roll	3
Date of previous inspection	5 September 2018

Information about this early years setting

The childminder registered in 2008 and lives in Walsall. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

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 interactions between the childminder and the children throughout the day and evaluated the impact on children's learning.
- The views of children and parents were considered by the inspector.
- The inspector reviewed relevant documentation, including evidence of the suitability of those living and working in the household.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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.

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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