

Childminder report

Inspection date: 10 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

The childminder provides a stimulating and engaging environment with a wealth of experiences for children to explore and learn at their own pace. She gives children the time they need to engage in their independent play and sensitively joins in to extend their learning. For example, she skilfully extends children's communication and language skills as she introduces new vocabulary as they play with sand. The childminder sequences activities to build on children's experiences and knowledge. For example, a recent visit to the park to feed the ducks leads to children catching the pretend ducks in the water play with their nets. The childminder uses photos of the visit to help them recall the experience, and children enjoy counting as they catch the ducks. The childminder places a clear focus on teaching and extending children's learning. For example, she competently includes mathematical concepts as children delight in building and knocking down towers with the bricks.

The childminder places a high priority on developing a warm and respectful relationship, which helps children form a secure attachment with her. They are confident in their environment and enjoy her company. The childminder understands the unique personalities of each child and their specific care needs and helps children to talk about their feelings. She works with children to help them develop their ability to regulate their emotions and find a way to resolve any upsets.

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

- The childminder plans a varied educational programme centred around the changing seasons and rich first-hand experiences, such as visiting farms, woodlands and parks. She successfully uses these experiences to help promote children's learning in all areas. Children also benefit from attending a variety of playgroups and play centres weekly to help extend their social and physical skills.
- Children have good first-hand experiences to learn about living things and the natural world. For example, they learn about the life cycle of trees and animals and about growth and decay. They collect natural items, such as leaves and branches, when out walking and use these items in their play.
- Children's assessment information is used effectively to identify their starting points, when they first start, and to help them continually progress. The childminder regularly shares this information with parents to keep them up to date and involved in their children's learning. Parents report that they value this sharing of information to help them support their children's learning at home.
- Promoting children's language development is a high priority. The childminder successfully incorporates a varied range of books into the curriculum to support children's learning. For example, daily story sessions in the cosy book area are

popular with children. The childminder uses songs and rhymes, often linked to activities and topics, to help motivate children to sing.

- The childminder works closely with the parents of children with speech and language delay and offers effective strategies to help close gaps in their children's learning. She has a good understanding of how to support children with special educational needs and/or disabilities.
- Promoting children's physical development and health is a clear focus. For example, children use a challenging range of equipment in the garden to help extend their physical skills. The childminder works closely with parents to help them limit sugar in their children's diets, and she offers healthy snacks. She guides parents on providing children with a healthy lunch box, and children learn about the benefits of a healthy diet and exercise.
- The childminder regularly consults with parents to find out their views and opinions and adapts the service she offers. She attends training sessions and increases her knowledge through using early years online resources. She often consults with other childminders to share and extend her practice. However, she does not rigorously monitor the educational programmes to help her identify further areas for development. For example, the childminder has not identified that she does not provide a rich range of opportunities for children to learn about communities different to their own.

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:

- monitor the educational programmes rigorously to help identify areas for further development, such as increasing opportunities for children to learn about diversity.

Setting details

Unique reference number	EY420615
Local authority	Sandwell
Inspection number	10363033
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	2
Date of previous inspection	16 January 2019

Information about this early years setting

The childminder registered in 2011 and lives in Rowley Regis, West Midlands. She operates all year round from 6.30am to 5pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- 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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