

Childminder report

Inspection date: 14 November 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 is very attentive to the needs of the children in her care. Children demonstrate that they feel safe and secure as they play alongside the childminder, chatting away to her about their day. They excitedly self-select toys to play with in the creative playroom made available to them. The childminder skilfully reads familiar books with children, extending their language and vocabulary. For example, children eagerly repeat the words, 'up' and 'down,' and 'backwards' and 'forwards,' as they share books that help them to learn how to clean their teeth. The childminder is a positive role model for behaviour, and children's behaviour is good as a result. For example, children show care and consideration to their friends. They say, 'your go,' as they take turns to lift the flaps and turn the pages in picture books.

The childminder plans exciting learning opportunities that help children to develop their understanding of healthy lifestyles. For example, they learn how fruit and milk are good for them as they make delicious milkshakes. They develop fine motor skills as they carefully prepare and cut fruit, to add to their milk drinks. Children enjoy learning mathematical skills and vocabulary as they play. For example, they use balance scales to weigh and compare the size of different farm animals. They accurately respond to the childminder's requests to identify the 'big cow' and the 'smallest horse'. Children smile proudly and build confidence and self-esteem as the childminder consistently recognises and praises their efforts and achievements.

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

- The childminder has a good knowledge and understanding of early childhood development that she uses to plan a curriculum in response to children's developing needs. She focuses her curriculum on children's physical development, language and communication skills and personal development. The childminder has a clear vision of what she wants children to learn in readiness for starting school.
- The childminder uses her professional judgement, and information gained from parents about what their children already know and can do, to help identify starting points for their learning. She then tracks children's ongoing progress to plan learning that reflects both children's personal interests and what it is they need to learn next. Children, including those with special educational needs and/or disabilities, make good progress from their starting points.
- Children enjoy eating healthy home-cooked meals, such as vegetable pasta. As children share healthy fruit snacks, the childminder talks to them about the taste, texture and smell of different fruits. She asks children to describe how the fruits taste and feel. However, she does not always allow enough time for children to respond to her questions, before sharing her ideas. This does not

support children to express their own thoughts and ideas, or further develop their language and communications skills.

- Children learn independence skills. For example, they put on their own shoes and coats and wash their hands independently before eating. Children demonstrate polite manners, as they thank their friends for serving them pasta and pouring their drinks at lunchtime. Children also help to tidy away resources and toys. This demonstrates the respect children have for their learning environment, and each other.
- The childminder ensures that children have regular opportunities to play outside in the fresh air. They regularly visit the local park, where they develop important physical skills as they run around and play on large apparatus. The childminder plans fun and exciting experiences for children in the local community. For example, they go on bus and tram rides and outings to the local library. Children develop their knowledge and awareness of personal safety as they learn about road safety on their daily walks to local schools, and on shopping trips.
- The childminder works closely with an early years advisor from the local authority, to help evaluate her ongoing provision and identify training to develop her practice further. For example, she has implemented language assessment training, to help identify and support children who may have potential barriers to speech and language development.
- Parents report that their children feel safe, happy and secure within the childminder's care. They feel informed about the good progress made by their children and appreciate the regular feedback about their children's daily activities. Parents appreciate the flexible and accommodating service the childminder provides, and the many trips and outings enjoyed by their children while in her care.

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:

- provide children with more time to respond to questions and share their thoughts and ideas, to further promote their speaking and listening skills.

Setting details

Unique reference number	EY438373
Local authority	Sandwell
Inspection number	10355258
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	22 November 2018

Information about this early years setting

The childminder registered in 2011 and lives in Smethwick. She operates all year round, from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Sue Bradford

Inspection activities

- The inspector talked to the childminder about what she wanted children to learn.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- The inspector held a number of discussions with the childminder and viewed relevant documentation.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector spoke to parents to gain their views.

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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