

Childminder report

Inspection date: 4 November 2019

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The childminder has a good understanding of how young children learn and develop. She has good planning, observation and assessment systems in place to keep track of their development. Children make good progress in their learning in readiness for school. The childminder carefully considers what they like to do and are interested in when planning activities. Children are actively engaged as they explore the small-world farm with natural objects such as cones, stones, grass and dried cereals. The childminder plans activities to support their tripod grip in preparation for developing children's writing skills. They use tweezers to pick up objects and giggle with delight when these items fall from the tweezers and fly across the room. Children benefit from taking part in a wide range of outings in the local community. They enjoy sessions at stay and play groups, libraries, parks and farms. This gives children opportunities to be physically active, socialise and learn about nature and the world around them. Children play in the garden daily where they ride wheeled toys, play football and learn about road safety as they read road signs, such as 'stop'. Children demonstrate that they feel safe and secure in the childminder's home. They know how to manage appropriate risks, such as holding the railings when walking down steps in the garden, and they regularly practise fire drills.

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

- The childminder offers a welcoming, home-from-home environment. She is professional, organised and has very good procedures to ensure she promotes children's welfare effectively at all times.
- The childminder is very experienced and well qualified. She uses her good teaching skills to motivate and inspire children as they play, helping them to be successful learners. The childminder observes children and completes a summary of their progress to share with parents. She invests greatly in her provision, purchasing a wealth of activities and resources to loan parents, to encourage them to share in their children's learning.
- Children are happy and confident. The childminder develops warm and close relationships with them, allowing her to thoughtfully support their learning. She provides good opportunities for children that follow their interests. Children are successfully engaged and motivated to learn. For instance, two-year-olds build a tower together and count back as the rocket blasts off.
- The childminder supports young children to develop good communication and language skills. She models new vocabulary to them consistently and sensitively, repeating words clearly. Children learn positional language as they move cars backwards and forwards in dried pasta and cereal. The childminder questions them about the sounds made by the dried ingredients and the children say it is 'crunchy'.

- The childminder manages children's behaviour well. She is calm, encouraging and positive. Children listen, respond to instructions and are respectful and polite. The childminder gives lots of 'high fives', praise and encouragement. In addition, she rewards children with stickers and certificates for their achievements and for potty training. This helps to build their self-esteem and confidence.
- Children are learning about good hygiene practice. They take an active part in their own self-care and wash their hands before meals and after using the toilet. Parents supply children with meals and snacks, and the childminder plans activities where children learn about healthy eating. Parents speak highly of the childminder. They say they are happy with the care and education offered and that children are making good progress in their speech and overall development.
- The childminder has effective systems in place to help children keep safe, such as practising regular fire drills. She keeps written records of any accidents and injuries. However, on occasions, the childminder has not ensured that all information relating to the administration of medicine is sufficient in detail.
- The childminder reflects on her practice and regularly shares ideas for activities with other childminders. She seeks the views of parents and other professionals to achieve a good level of provision. For example, the childminder uses information from parent questionnaires to evaluate her ongoing improvement. However, she does not yet focus sharply enough on her professional development to raise the quality of her provision to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended training to develop her knowledge of safeguarding practice. She recognises the signs and symptoms of abuse and is confident to act promptly if she has concerns about a child's welfare. The childminder understands how to identify when children may be at risk of being exposed to extremist views. Good attention is given to keeping children safe and secure. The childminder carries out daily checks on the house and garden before children arrive. This ensures all areas are safe and secure. The childminder has a wide range of written policies and procedures that she shares with parents. This helps to ensure that they are aware of her expectations and duty to protect children.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- ensure that information related to the administration of medicine is sufficiently detailed
- extend the focus on professional development to raise the good-quality teaching to the next level.

Setting details

Unique reference number	EY264240
Local authority	Sandwell
Inspection number	10073224
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	29 April 2016

Information about this early years setting

The childminder registered in 2003 and lives in Tipton, in the West Midlands. She operates all year round, except for bank holidays and family holidays. Sessions are from 7am until 6pm Monday to Thursday, and from 7am until 4.30pm on Friday. The childminder holds a recognised early years qualification at level 3.

Information about this inspection

Inspector

Jennifer Turner

Inspection activities

- The inspector completed a learning walk and evaluated an activity with the childminder to understand how the early years provision is organised.
- The inspector spoke to the childminder and children during the inspection.
- The inspector looked at a sample of the childminder's documentation. This includes information about the suitability of members of the household and her policies and procedures.
- The inspector took account of parents' written comments and 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019