

# Childminder report

---

Inspection date: 6 March 2020

---

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Met
--	-----

## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder has high expectations for children's learning and promotes this through effective teaching. For example, children confidently use the rolling pins to flatten dough and use a variety of objects to make marks in it. During such activities, the childminder models how to use the shape cutters and describes what she is doing, helping children to understand language. The childminder reads a story to the children. She makes sure that all of the children can see the storybook and uses a clear voice with expression to hold children's interest. Children listen intently to the story. The childminder encourages children to learn about growth and decay. For example, children care for and observe their sunflowers as they continuously bloom and grow taller each day and eventually fade. This, along with discussion, helps to consolidate children's learning. The childminder supports children to build and develop their imagination and creativity. For example, children enjoy dressing up as nurses and playing with the doctor's kit. Children concentrate as they explore the different sounds the musical instruments make. They sing familiar songs to themselves as they play. Children laugh and squeal with delight as the childminder chases them around the playroom.

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

- The childminder provides children with a good range of freely accessible toys and resources that positively reflect the diversity of people and communities. She uses these to build on children's interests and to encourage their development across all areas of their learning.
- Children thoroughly enjoy the childminder's and her assistant's warm and positive interactions and they are happy in their care. They are confident to ask for help when needed. The childminder and her assistant value each child's uniqueness and this helps children to build and develop a high self-esteem.
- The childminder and her assistant work well together. They consistently encourage and praise children's good behaviour. Children are very well behaved. The childminder makes sure that her assistant receives regular individual support meetings where he can seek advice and discuss any concerns that he may have. She supervises her assistant closely to ensure that he remains aware of his responsibilities.
- Children are provided with daily opportunities to enjoy fresh air and exercise. The childminder walks with the children to and from school each day. She regularly takes the children to the local outdoor playground and occasionally takes them on visits to wider country parks. This helps children to develop an understanding of the world around them and provides them with opportunities to take manageable risks and experience challenge in their play. Children have good opportunities to develop their balance and coordination skills in the garden. For example, they play on the scooters, see-saw and ride-on toys.

- Children love to cuddle and stroke the childminder's cat. This, along with discussion, helps children to learn how to care for pets.
- The childminder has developed positive links with the local nursery. She regularly shares information about children's development with them. This helps to promote further consistency and continuity in children's learning.
- The childminder has developed strong links with the local authority adviser. This, along with welcoming any suggestions from parents, the local nursery and nearby school, helps her to improve the overall quality of her practice.
- The childminder analyses the progress made by each child in her care. However, she does not use the information she gathers from observing children, as effectively as possible, to support them to make rapid progress in their learning.
- The childminder informs parents about the types of activities and experiences she provides for children, for example through daily chats, sharing photographs and through a daily diary. However, the childminder is not always successful in making sure that all parents are fully informed about the plans for their child's future learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistant have attended child protection training. They have a secure knowledge of child protection issues. They know how to respond and who to contact if they have any concerns about a child's welfare. The childminder checks all indoor and outdoor areas to identify and reduce any possible risks to children. She has completed recent paediatric first-aid training. This provides her with the knowledge and skills required to administer first aid effectively as well as meet the requirements of registration.

## **What does the setting need to do to improve?**

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

- use the information gathered from observing children, even more effectively, to enhance further the experiences offered to children and help them to make rapid progress
- increase the information provided for parents and consistently inform them of the plans for their children's future learning to support their ongoing learning at home.

## Setting details

<b>Unique reference number</b>	EY231650
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10116029
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	30 March 2015

## Information about this early years setting

The childminder registered in 2002 and lives in the Sandwell area of Birmingham. She operates during term time from 7.30am to 6.30pm, Monday to Friday. The childminder works with an assistant.

## Information about this inspection

### Inspector

Linda Yates

### Inspection activities

- The inspector and the childminder completed a learning walk to understand how the curriculum is organised.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and evaluated how well she assesses children's progress and plans for the next steps in their learning.
- The inspector held a meeting with the childminder. She looked at relevant documentation, including evidence of the suitability of persons living or working in the household.
- The inspector took account of the views of parents through written feedback provided.
- The inspector held conversations with children during the inspection.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020