

Childminder report

Inspection date: 16 March 2020

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children make good progress and acquire a wide range of useful skills that prepare them well for their future learning and school. They have good social skills and play together harmoniously. Children learn to share, take turns and tolerate delay. They behave well. They have lively conversations with their friends and eagerly involve them in their play. Children run around energetically as they play enjoyable chasing games. They squeal with delight as they attempt to catch their friends to remove an animal tail fixed on their backs and shout, 'You can't get me.' Children make confident choices as they lead their play. They are well motivated and have positive attitudes to learning. They know when to ask for help and persevere to solve problems for themselves, such as finding a way to empty sand from a narrow container. The childminder helps them to learn about keeping themselves and others safe. Children know that the slide must be positioned on the grass so they can use it safely. They learn to be careful when they walk around carrying sticks. Children develop an awareness of road safety and how to use pedestrian crossings. The childminder teaches children the importance of following good hygiene routines. For example, children learn about the importance of handwashing to help stop the spread of infection and about catching their coughs in their arms.

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

- The childminder has a positive working partnership with parents. Parents appreciate the guidance she offers them to help support children's continued learning at home. The childminder works closely with parents to identify children's achievements and development needs. She seeks their contribution to help her to complete progress checks for children aged between two and three years. She liaises well with schools and other settings where children also attend.
- Self-evaluation is effective. The childminder reflects on her provision to identify areas of her practice to develop. She is committed to keeping her knowledge and skills updated and attends regular training events. She completes research and exchanges good practice with other childminders. Recent training has helped her to review and enhance her partnership working with parents to successfully engage them all in their child's learning.
- The experienced childminder has a strong understanding of how young children learn and uses this knowledge to thoroughly monitor the progress they make. She identifies any gaps in their development and how she can help children to overcome any difficulties they have. The childminder plans a wide range of interesting activities, indoors and outdoors, that successfully support children in the different areas of learning. However, the childminder does not identify where some aspects of children's learning can be extended further to offer the highest level of challenge.

- The childminder supports children's communication and language development skilfully. She uses effective strategies to help children to become confident and articulate communicators. For example, children pretend to be animals and use actions to explore the meaning of words such as 'prancing', 'slithering' and 'flapping'. They express their ideas clearly and talk about what they are doing with their friends.
- Children progress well with their mathematical understanding. They are aware of shapes in the environment. For example, they notice that when they bite into an apple, they make a circle. The childminder helps children to recognise numbers and about the quantity of each. They develop an awareness of numbers that are significant to them, such as their age.
- The childminder successfully helps children learn to manage their feelings. However, she overlooks opportunities to help children to develop a deeper awareness of the different emotions that they have.
- The childminder plans well to help children to practise their physical skills. They learn about the effects of exercise on their bodies, such as how it makes them thirsty. They enjoy opportunities to practise their large-muscle skills as they climb, balance and ride bikes. Children develop good levels of independence and the childminder encourages them to have confidence in their own abilities. Children learn to manage everyday tasks for themselves, such as putting on and taking off their outdoor clothes. They persevere as they try to operate zips and help with preparing snack as they confidently chop their own soft fruits.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of safeguarding matters updated. She is aware of potential signs that a child may be at risk of harm and knows how to seek help and guidance. The childminder understands about her responsibility to report any concerns about another childcare provider and how to do this. She makes good use of risk assessments to ensure she keeps children safe in her home and on outings. The childminder follows effective procedures for logging and reporting accidents to parents and has a clear system in place to evacuate children in the event of a fire. She keeps her first-aid skills updated through the required training.

What does the setting need to do to improve?

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

- identify where children's learning experiences can be extended even further to offer them the highest level of challenge
- extend the opportunities for children to explore their understanding of the different emotions they experience.

Setting details

Unique reference number	254995
Local authority	Sandwell
Inspection number	10115974
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 11
Total number of places	6
Number of children on roll	15
Date of previous inspection	9 October 2015

Information about this early years setting

The childminder registered in 1996 and lives in Great Barr, Birmingham. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-year-old children.

Information about this inspection

Inspector

Anne Dyoss

Inspection activities

- Ofsted is aware of the challenges that Covid-19 is currently posing to those we inspect. During this visit, the inspector took into consideration the impact of any measures being taken to slow the spread of Coronavirus by the childminder. This has included the effect these measures have had on the current attendance of the children.
- The inspector completed a learning walk with the childminder across all areas of the setting to understand how the early years provision and the curriculum are organised.
- The inspector carried out joint observations with the childminder and took account of parents' views.
- The inspector held discussions with the childminder and interacted with children at appropriate times during the inspection.
- The inspector looked at a sample of documents, including evidence about suitability and training.

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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