

# Childminder report

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Inspection date: 31 August 2021

<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	Not applicable

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

### The provision is good

Children are warmly welcomed by the childminder, who works at her co-childminder's home, alongside assistants. Children are happy and feel safe in the childminder's care due to her warm and nurturing approach. They confidently play together, share, take turns and cooperate well. Children who are new and settling are given the attention they need to help them feel comfortable and take part. A variety of well-planned and sequenced activities capture children's interests as they learn about the natural habitats of animals. For example, children are inspired to use the twigs, leaves, pebbles and pine cones to create animal habitats. They confidently recall what they have previously learned about animals and talk about their own experiences.

The childminder skilfully supports children to increase their language and enjoy conversations during her interactions. For example, the most-able children confidently talk about dinosaurs and their features. Babies are given the individual attention they need to support their early communication. They thoroughly enjoy the warm and close relationships they share with the adults working with them. Children show a keen interest in books and singing, which are often linked to their interests and what they are being taught. Children are imaginative and creatively use a wide range of arts and crafts activities.

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

- The childminder is well qualified and provides an educational programme, which is centred on children's changing interests and their favourite books. She uses her observation and assessment system well to identify what children enjoy and know and plans activities to help them progress.
- The programme for promoting children's communication and language is strong and a high priority. The childminder skilfully interacts with children and confidently introduces new vocabulary and asks questions to make them think as they play.
- The childminder ensures all adults working with children have a good understanding of their care and educational needs. She places a high priority on quickly identifying those children who need additional support. Close partnership working with parents and other professionals helps her provide the interventions needed to help narrow gaps in learning.
- The childminder supports parents to regularly share information about their children's changing interests and achievements. She uses this information to help guide her planning for each child. Parents report they are impressed by the progress their children make and how happy their children are in the care of the childminder.
- The childminder supports children's early writing skills well and children are

often motivated to make marks, indoors and outdoors. Children learn to recognise their names and letters of the alphabet. However, she does not provide a rich range of opportunities for children to hear and say the initial sound of words and rhyme.

- The childminder, co-childminder and assistants work well together to share information about children and their needs. The assistants benefit from training, coaching and supervision to ensure they are clear about their roles and responsibilities. They daily discuss practice and ideas. However, the childminder does not rigorously monitor the educational programmes to help identify areas for further development. For example, children have few opportunities to climb to help further challenge their physical skills.
- Supporting children's emotional well-being and health is a clear priority. The childminder helps children to talk about their emotions and think about relaxation strategies. For example, children take part in yoga sessions and fun music and movement activities. The childminder helps children learn about the importance of good oral hygiene and healthy eating. She works with parents to ensure they provide a healthy lunchbox and children are encouraged to limit high sugary foods.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of safeguarding issues and the procedure to follow if a child is suffering abuse or neglect. The assistants receive a detailed induction, which has a clear focus on safeguarding and child protection issues. There are effective systems in place to ensure all adults working with children are vetted and suitable. Daily checks are conducted to ensure the areas used by children are safe and suitable. There are detailed risk assessments in place to keep children safe on outings and school collections. For example, all adults take a first-aid box, a written list of children they need to collect and children's personal details. The childminder teaches children about keeping safe in the home, car and when crossing the road.

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

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

- provide a rich range of activities for children to hear and say the initial sound of words and rhyme to help them make the best possible progress in their literacy development
- adopt a more reflective approach and monitor more rigorously the educational programmes to help identify areas for development, such as providing increased opportunities for children to climb and be physical.

## Setting details

<b>Unique reference number</b>	EY544379
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10100266
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017. She works at her co-childminder's home in Rowley Regis, West Midlands. She operates 7.30am to 6pm all year around, except for two weeks at Christmas and family holidays. She also works with two assistants. She holds an early years qualification at level 6 and the co-childminder holds a qualification at level 3 and one of the assistants holds a qualification at level 3.

## Information about this inspection

### Inspector

Parm Sansoyer

## Inspection activities

- This is the first inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the setting.
- The inspector and the childminder completed a learning walk together to check the safety of the premises and 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 looked at relevant documentation and evidence of the suitability of adults working with the childminder.
- The inspector carried out a joint observations with the childminder and held discussions with the childminder, co-childminder and assistant.
- 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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