

# Childminder report

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Inspection date: 12 November 2021

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<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 happy and settled in this homely environment. They form close relationships with the childminder and involve her in their play. They make good progress from their initial starting points and develop a can-do attitude to their learning. Children persevere at their chosen task and are proud of their achievements when they succeed. For example, they show great determination as they push buttons through a buttonhole when dressing the dolls.

Children are confident and happily engage with the childminder and visitors. They initiate conversations as they talk about what they are doing. Children recall events and outings they have taken part in. They remember a visit to a toy shop to get a catalogue so they could look at the pictures and choose what they would like for Christmas. The childminder introduces helpful props, such as flash cards and photos of resources, to enable children to communicate their needs. Children enjoy singing favourite rhymes to further enhance their vocabulary.

Children learn to treat others with respect. They are beginning to recognise people's similarities and differences and show empathy towards others. They talk about disabilities and know that a doll needs extra care because it has hurt its leg and has to wear a special boot. Children learn about different festivals, such as Diwali, Chinese New Year and Christmas.

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

- The childminder evaluates her practice and can recognise her strengths and where she can make improvements. However, she does not consistently make the most of learning opportunities to ensure that her knowledge of any changes is always up to date. The childminder occasionally works with an assistant. She guides and supports her assistant's practice and encourages her assistant to develop her expertise, such as observing children as they play.
- The premises are set out to enable children to make choices in their play. The childminder knows the children well. She follows children's lead and incorporates what children need to learn next into their chosen activity.
- Children's behaviour is good. The childminder works alongside parents to introduce strategies to support unacceptable behaviour, such as hand gestures and tone of voice. The childminder can recognise when children need additional support. She shares her concerns with parents, offers advice and works closely with them to involve outside agencies where necessary.
- Children concentrate at their chosen tasks. They stack different sizes of wooden circles to see how high they can build a tower before it falls down. They count the circles to 14, and the childminder sensitively offers support when they get the next sequence of numbers slightly mixed up. The childminder extends the

activity as she talks about adding one more and introduces mathematical words, such as 'tall' and 'short'. Children know that if they add rings the tower becomes taller, and if they take them away it becomes shorter.

- The childminder gathers information from parents before children start and uses this, alongside her observations of children, to gauge their initial starting points. She builds on this information to help her recognise what children need to learn next.
- Children enjoy taking part in activities that develop their imagination and personal skills. They ask to bath the dolls because they are 'dirty' and have great fun as they swirl the water to make bubbles. They wash the doll's hair and know that they have to rinse it, to get rid of all the bubbles. When the doll is clean and dry, the childminder extends the activity to develop children's small-muscle skills. She demonstrates how to peg the doll's clothes onto a small clothes airer and encourages children to try to do it themselves. Children try hard to use the pegs and are rewarded with lots of praise for their efforts.
- The childminder prepares children for the move on to school. She talks to them about what they will need to take, such as a lunch box, and explains that they need to wear a special uniform. However, the childminder does not share information with the schools that children will be moving on to or settings where children already attend to ensure that there is consistency in children's learning.
- Information is shared with parents every day and they are provided with ideas of how to continue their child's learning at home. Parents comment that they are happy with the care their child receives.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe. She attends safeguarding training and understands the procedures to follow should she have any concerns about a child. She knows the signs that may indicate that a child is being abused or neglected, and is aware of wider safeguarding issues, including female genital mutilation and preventing children from being drawn into extreme circumstances. The premises are safe and secure, and the childminder teaches children how to keep themselves safe as they play.

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

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

- make the most of professional development opportunities to ensure that knowledge of any changes is always up to date
- share information with schools children move on to or settings they already attend to provide consistency in their learning.

## Setting details

<b>Unique reference number</b>	EY560670
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10190578
<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 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2018 and lives in Oldbury, in the West Midlands. She operates all year round from 7am to 6pm, Monday to Friday. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Johnson

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the setting.
- A meeting was held between the inspector and the childminder.
- The inspector looked at a selection of documentation and checked evidence of the suitability of persons living in the household.
- The childminder and the inspector discussed the curriculum and the impact of activities on children's learning.

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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