

Childminder report

Inspection date: 3 February 2022

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

Children have close relationships with each other, the childminder and her assistant. Children, including babies, move confidently and safely around the playroom deciding what to do while they explore the activities available. Older children show care and consideration for the needs of the younger children and cooperate well while they play.

Children thoroughly enjoy physical activity. For example, they learn to move their bodies and pretend to play instruments when they take part in the daily music and movement session. Outdoors, even the youngest babies move and test their physical skills with increased confidence. For example, babies select their favourite wheeled toys and scoot on them using their feet. Children show sustained levels of interest during story sessions and are eager to talk about what is happening in the book. The childminder uses singing sessions well to promote children's communication and language.

Children have plenty of opportunities to use their senses to explore. For example, they use foam, think about how it feels and enjoy making marks in it while they play. Older children spend a long time engaged in using writing materials when they colour and draw. Some of them can recognise and write their names and learn to read familiar words in readiness for school.

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

- The childminder successfully monitors and supports her assistant. Together they carefully observe children to find out what they can do and enjoy. They use this information well to plan activities to motivate children to learn.
- The childminder places a clear focus on supporting children's communication and language and their literacy development. For example, children attend the local library weekly with the childminder to choose books and take part in an enjoyable rhythm and rhyme session. The childminder chooses books carefully. She uses these extremely well to help reinforce teaching. The childminder shares these books with parents.
- The childminder and her assistant manage the mixed-age group of children well to get them involved during activities. However, on occasions, the childminder does not follow the children's lead well enough during activities and adapt what she is teaching. This is because sometimes she is too focused on what she wants children to gain from the experience.
- The childminder develops positive relationships with parents from the start. Parents report that their children are happy and their personal needs are met very well. Parents are impressed by the progress their children make and the information they receive about their continued progress.

- The childminder provides a good range of challenging physical play equipment outdoors to promote children's fitness and health. Children learn that exercise, fresh fruit and vegetables are good for their bodies. During lunchtime, the childminder checks the children's lunch boxes to ensure that the contents are healthy and to make sure that the children eat healthy options prior to eating their treats.
- The childminder provides good opportunities for children to recognise colour, count and use mathematical language. However, children have few practical opportunities to recognise numbers and explore weight and measurements through their play.
- The educational programme for understanding of the world is strong. The childminder plans plenty of opportunities for children to learn about communities beyond their own experiences, uniformed services and the natural world. For example, a visit from the fire brigade has helped children to learn about fire safety.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of child protection issues and the procedure to follow if they have a concern about a child. The childminder regularly tests her assistant to ensure that her safeguarding knowledge is up to date. All adults living in the household and working with children are vetted to help ensure they are suitable. There are clear procedures in place to keep children safe in the home, in the car and on outings. Children wear high-visibility vests and learn about car and road safety. The childminder gives clear messages to children about respecting their own and others' bodies.

What does the setting need to do to improve?

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

- follow the children's lead more closely during activities and skilfully adapt teaching to help children to gain the very best from the experiences on offer
- develop the educational programme for mathematics further to provide increased opportunities for children to recognise numbers and to explore weight and measurements.

Setting details

Unique reference number	EY474178
Local authority	Sandwell
Inspection number	10075694
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 4
Total number of places	12
Number of children on roll	8
Date of previous inspection	2 March 2016

Information about this early years setting

The childminder registered in 2014 and lives in West Bromwich. She operates all year round from 7am until 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two- and three -year-old children. The childminder holds an early years qualification at level 3 and works with an assistant.

Information about this inspection

Inspector
Parm Sansoyer

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 that into account in their 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 carried out a joint observation and held discussions with the childminder and the assistant.
- The inspector looked at relevant documents and evidence of the suitability of adults living in the household and working with children.
- 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.

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 2022