

# Childminder report

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Inspection date: 1 March 2022

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**Overall effectiveness** **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children establish close and secure relationships with each other, the childminder and her assistant. They enjoy their learning and demonstrate that they are happy and feel safe and secure in their care. Children behave well. They respond positively to the childminder's high expectations and role modelling. Children are confident at speaking and sharing their ideas. For example, they smile and giggle in pure delight when spoken to by visiting adults.

Children have access to a wide range of resources, which allows them to experience all areas of learning. They develop their hand-to-eye coordination and literacy skills. They have frequent opportunities for mark making and enjoy activities which help to strengthen their finger muscles. Children hear and use new words to successfully build on their vocabulary. They happily talk about the smells of the herbs and lemon slices as they create their lemonade in the outdoor kitchen. As a result, all children make good progress in all areas of their development.

Since the COVID-19 pandemic began, the childminder has put extra safety measures in place. Currently, parents do not enter the house, to minimise the spread of the virus. However, the childminder still maintains effective communication with parents. For example, she updates parents outside on collection and shares information about the current learning that is taking place on the noticeboard in her garden.

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

- The childminder creates a varied curriculum for children. She spends time getting to know children and finds out about their individual interests and personalities. The childminder uses this information to identify and plan for what children need to learn next. For example, she follows children's interest in dinosaurs to set up activities which extend their language and mathematical skills.
- Children enjoy regular cooking activities with the childminder and take home their newly learned cooking ideas and recipes. They develop strength and coordination as they make pancakes, where they push flour through a sieve and turn their whisk to mix the ingredients. The childminder supports children's personal, social and emotional development well. For example, they share the sieve and the fruit juicer and wait for their friend to finish before it is their turn.
- The childminder plans activities that help to reinforce children's learning. For example, children make pancakes with play dough and use associated role-play resources. They remember the process as they pretend to mix the ingredients and try to toss their pancakes, counting how many times they are successful. They add real lemons and children say it smells 'beautiful'. This helps to develop

their creativity, language and mathematical skills.

- There is a good balance of adult-led and independent play. Overall, the childminder and her assistant encourage children to complete tasks independently, such as helping to tidy the toys away after play and putting on their own coats and shoes. However, occasionally, children are not as independent as they could be with self-help skills, such as washing their own hands and serving their own food.
- Children have good opportunities to learn about nature and the natural world. For example, they plant seeds in the garden and watch them grow. They enjoy regular trips to the local parks, canal and woodlands. However, at times, opportunities to challenge and extend the older and most-able children are missed. For example, when children see a skeleton leaf, they say it looks like it is 'melting'. The childminder and her assistant move on too quickly and miss the opportunity to extend children's curiosity and learning even further.
- Working in partnership with parents and carers is very important to the childminder and her assistant. Parents say that they are very happy with the care their children receive and that their children are making good progress in their learning and development.
- The childminder and her assistant use many professional development opportunities that have a positive impact on the experiences of children. They are reflective and value the feedback from children and parents. They have a positive and caring attitude and strive to provide high-quality inclusive care for all children.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are confident in their knowledge of child protection procedures and who to contact if they are concerned about a child's welfare. The childminder has systems in place to ensure that her premises are safe for children. For example, the front door always remains locked and the key is accessible to the childminder in the event of an emergency evacuation. Stairgates are in place to ensure that children cannot go beyond certain points in the house. This contributes to children's ongoing safety and welfare. The childminder implements effective supervision procedures for her assistant, including regular checks, to ensure that she continues to be suitable to work with children.

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

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

- focus more precisely on children's interests to ensure that opportunities to extend children's learning are not missed
- extend younger children's self-help skills during routine times.

## Setting details

<b>Unique reference number</b>	EY454841
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10116222
<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>	11
<b>Date of previous inspection</b>	7 October 2013

## Information about this early years setting

The childminder registered in 2012 and lives in Sandwell, Birmingham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with an assistant. The childminder and her assistant hold appropriate early years qualifications at level 3.

## Information about this inspection

**Inspector**  
Bev Devlin

## 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 childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder, her assistant and children.
- The childminder provided the inspector with a sample of key documentation and evidence of the suitability of all adults living or working on the premises.
- The inspector reviewed feedback from parents and children during the inspection and took account of their views.

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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