

Childminder report

Inspection date: 8 March 2022

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 establish close and secure relationships with each other and the childminder. They enjoy their learning and demonstrate that they are happy and feel safe and secure. They are welcoming of visitors and enjoy engaging them in conversations as they play. All children develop their physical strength and resilience very well. For example, they go to nearby parks, where they enjoy exploring and developing their physical skills, such as running, climbing and balancing. Children regularly attend soft-play sessions with the childminder, where young children can learn to use the equipment safely. They learn about healthy lifestyle choices. For example, they learn about which foods contain carbohydrates, proteins and vitamins and the impact these have on their bodies.

The childminder has high expectations for all children. She supports them to practise their early literacy skills as they make marks and write. They engage in a wide range of art and craft activities. For instance, they make Valentine's Day cards and write their address on the envelope, before posting them on their trip to the post office.

Children's behaviour is good. The childminder gives children meaningful praise for their good behaviour and individual efforts, and she supports them to develop a positive sense of themselves. Children make good progress from their starting points and learn useful skills to prepare them for the next stage in their learning.

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

- The childminder is aware of the potential impact that the COVID-19 pandemic has had on children's learning and development. For example, with local groups still not being back to pre-COVID-19 levels, she organises music sessions in her home for a few childminders and their children to meet, to support the children's social development.
- The childminder understands the importance of gathering information from parents about their children when they first start. She uses this information, alongside her own observations of children's play and their individual interests, to plan her curriculum. This helps to sequence children's learning and broaden their experiences from home.
- Older children are confident and capable communicators who enjoy engaging in conversations with younger children and the childminder. Younger children's communication skills are progressing well. They listen and show their understanding and repeat words they hear. The childminder skilfully extends children's vocabulary and knowledge of the world through planned activities. For example, children discuss the different habitats and climates that animals may need to survive. They consider why a desert may not be the best habitat for a

raccoon and discuss why a forest might be a better habitat for them to live.

- The childminder has a good overall knowledge of how to support children's learning. However, she does not consistently provide a highly stimulating environment outdoors. As a result, children do not always benefit from activities which consistently extend their learning when exploring the resources during free play outside.
- Overall, children begin to manage their own self-care needs well. Children begin to learn how to put on their own shoes and coat. They use spoons and forks to feed themselves at mealtimes. However, at times, the childminder completes tasks for children which they would benefit from having a go at themselves. For example, she does not always encourage them to help serve their own meals or wipe their own hands and faces.
- Parents say that they are very happy with the care their children receive and that their children love coming to the childminder's setting. Parents comment that although they no longer enter the setting, due to the COVID-19 pandemic, they are extremely happy with the many ways the childminder involves them in their children's learning. They are impressed by how much their children learn with the childminder.
- The childminder keeps up to date with all mandatory training and attends a wide range of other training that helps her to continually raise her already good teaching skills. She is a reflective practitioner and identifies what she does well and what she would like to do better. She demonstrates a commitment to continually improve her practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding and child protection. She knows who to contact to seek advice and how to follow up on any potential concerns. The childminder is confident to recognise the possible signs and symptoms of abuse and/or neglect. She is also aware of the signs that may indicate that a child is at risk of being exposed to extremist views or behaviours. Children are encouraged to learn how to manage risks and keep themselves safe. For instance, during regular trips in the community, they learn about road safety.

What does the setting need to do to improve?

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

- support children to do things for themselves to extend their confidence and self-help skills even further
- enhance the delivery of the curriculum so that the environment outdoors is highly stimulating and provides a stronger focus on supporting the learning intentions for children.

Setting details

Unique reference number	EY292124
Local authority	Sandwell
Inspection number	10116072
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	0 to 7
Total number of places	6
Number of children on roll	20
Date of previous inspection	9 July 2015

Information about this early years setting

The childminder registered in 2004 and lives in Smethwick, West Midlands. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She supports children who speak English as an additional language. The childminder has early years professional status.

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 inspector carried out a joint observation of an activity with the childminder. Together, they evaluated the impact of the activity on children's learning.
- Parents shared their views of the setting through written feedback.
- The childminder showed the inspector around the setting and explained how she plans and implements the curriculum.
- The inspector tracked children's progress and sampled their learning and developmental records.
- Suitability documentation for the childminder and household members was checked, along with the childminder's first-aid certificate.

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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