

Childminder report

Inspection date: 25 May 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder operates from her assistant's home. Children are happy and relaxed in her care. They learn to share, take turns, play cooperatively with others and use good manners. Children who are new, quickly settle and form strong attachments. Children learn to keep themselves safe. For example, they know they must not climb on the furniture in the home. Children enjoy the regular praise and encouragement they receive from the childminder and her assistant. This helps to boost their self-esteem and confidence.

The childminder successfully extends children's language development. For example, she introduces new words and phrases, and helps them to build on their sentences. Children squeal with excitement as they 'catch' toy fish. This game helps them to develop their coordination. Additionally, they gain an understanding that a magnet will only attach to items that are metallic.

Children demonstrate their independence as they take off their own shoes to use the trampoline. They learn about healthy lifestyles. The childminder provides children with nutritious lunches, which children eat with obvious pleasure. Children have their drinks nearby throughout the day. They learn about the importance of good oral hygiene. Children learn about their own and different cultures. They develop good knowledge and skills from their starting points, and gain a positive attitude towards learning.

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

- The childminder and her assistant work well together as a team. They know the children well. They form close attachments with the children, who are happy and settled in their care. This helps to support children's emotional well-being. Children learn about right from wrong as the childminder gives them clear and consistent rules and boundaries.
- The childminder regularly reflects on her practice. She has identified that the children she currently looks after prefer to learn outdoors. Consequently, she has revised her curriculum to take account of this. She belongs to a childminder network that meets regularly to share ideas and best practice. This helps her to extend further her knowledge to support children to make good progress in their learning and development.
- The childminder has effective systems in place to coach and train her assistant. She monitors their performance effectively. She provides effective support for their professional development that focuses on providing the best possible outcomes for all children.
- Parents report that their children make good progress in the childminder's care, particularly with their behaviour and language skills. Parents appreciate the

information they receive from the childminder to help them to continue their children's learning at home. However, the childminder has not yet fully established an effective two-way exchange of information about children's next stage of learning with other providers, where care is shared. This reduces opportunities for a cohesive approach to support continuity of children's care and help them to make even better progress.

- The childminder's good teaching skills helps children to make good progress. She undertakes regular observations and assessments of children's learning. She uses this information to provide activities that link to their next stage of learning. However, the childminder does not always adapt activities precisely enough to ensure that older children are consistently engaged and benefit fully from the learning opportunities she provides.
- The childminder and her assistant understand how to teach young children mathematics. Children learn to use mathematical language in context, such as 'more', 'on top' and 'behind'. Younger children enjoy number rhymes as they learn to count. Older children can recognise a group of objects without counting. Children are learning to recognise numbers.
- Children use a variety of mark-making materials, which helps to develop their small-muscle skills in readiness for future writing.
- The childminder provides well-planned music and dance sessions. Children enthusiastically join in with action songs. They laugh and giggle as they touch the correct parts of their body as they sing 'head, shoulders, knees and toes' at high speed.
- Children enjoy regular outings around their local community. The childminder takes them on daily visits to nearby woods and on local walks. This helps children to learn about the world they live in and provides opportunities to explore nature, and enjoy different learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of how to safeguard children. They know how to identify the signs and symptoms that may indicate that a child is at risk of harm. They also understand how to protect children from those with extreme views and behaviours. They know what action to take if they have any concerns about a child's welfare. The childminder carries out regular risk assessments to help to identify and remove potential hazards, to ensure that she provides a safe environment for children to play in. The childminder and her assistant supervise children well at all times as they play in the house and during outings and trips. The childminder has robust recruitment procedures in place to help to ensure staff's suitability 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:

- enhance the arrangements for partnership working with all providers with whom children's care is shared
- consistently adapt activities to help all children, in particular older children, fully engage and benefit from the learning opportunities.

Setting details

Unique reference number	EY559584
Local authority	Sandwell
Inspection number	10190765
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 11
Total number of places	12
Number of children on roll	12
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She operates from her assistant's home in Tipton, West Midlands. The childminder holds an approved qualification at level 3. She operates from 7.30am to 5pm, Monday to Friday, all year round. She receives funding to provide free early education for two- and three-year-old children.

Information about this inspection

Inspector

Karen Laycock

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 her evaluation of the setting.
- The childminder and the inspector discussed the curriculum, observed teaching practice, and considered the impact these have on children's learning.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector spoke to the childminder's assistant and children at appropriate times during the inspection. The inspector took account of the views of parents spoken to on the day.
- The inspector looked at a selection of documentation, including evidence of suitability of those living and working on the premises.

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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