

# Childminder report

---

Inspection date: 20 July 2022

<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	Requires improvement

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

### **The provision is good**

Children arrive happy and smiling, keen to share news with their friends, and with the childminder and her assistant. They share, take turns and play cooperatively. Older children are kind and helpful towards younger children. Children develop strong, trusting relationships with the childminder and her assistants. Children learn about the differences and similarities between themselves and others. Children learn about the importance of a healthy lifestyle. They know to wash their hands before meals. They learn about the need for good oral care and recall embedded learning. For example, a child says, 'I clean my teeth every day, so they don't fall out.' Children become increasingly independent. They make choices about their play and help themselves to drinks when they are thirsty.

Children develop a real love of books. They sit and listen intently to their favourite stories. Younger children point to the pictures that interest them, repeat phrases and learn to name the characters. Older children fill in the missing words and predict the ending of the story. Children make good progress and are well prepared for their next stage of learning, including their move into school.

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

- The childminder has made significant improvement since the last inspection. She now has the car insurance she needs to use her vehicle for her childminding business.
- The childminder has created a curriculum that covers all areas of learning and is flexible to support each child's unique needs. The childminder recognises that many children have had a difficult social start in life due to the COVID-19 pandemic. She has adapted her curriculum to support these children, who now demonstrate good levels of confidence.
- The childminder evaluates her service and takes into account the views of her co-childminder, assistant, parents and children. This helps her to continually improve and provide consistently high-quality care and learning experiences. For example, she has incorporated frequent visits to the local park into her schedule to provide children with more opportunities to be physically active.
- The childminder carries out regular observations and assessments of children's learning. She uses this information to plan activities and experiences that match children's interests and learning needs.
- Parents say they are very happy with the childminder. They comment on the good progress their children make in the childminder's care, particularly in developing their confidence. However, the childminder does not always provide enough detailed information to parents about their children's next steps in learning, to support parents to be more involved in extending their children's learning further at home.

- The childminder and her assistant manage children's behaviour well. For example, they use distraction to defuse unwanted behaviour before it arises. This creates an orderly environment where children behave well and develop a positive attitude towards learning.
- The childminder supports the children to develop high levels of self-esteem. For example, she enthusiastically acknowledges children's efforts and achievements, no matter how small.
- The childminder and her assistant work well together as a team. They know the children well and form close attachments with the children. This helps to support children's emotional well-being.
- The childminder has systems in place to support her assistant's professional development. However, she does not provide enough support to develop their teaching skills further. For example, her assistant is not always clear about how to extend children's learning beyond their current capabilities, particularly in regard to teaching mathematics.
- The enthusiastic childminder interacts well with children. She extends their learning as they play. For example, as children explore pebbles in the garden, the childminder joins in, modelling new vocabulary to help to develop their language skills.
- During activities and discussion, the childminder skilfully introduces mathematics as she encourages the children to count, recognise numbers and solve simple addition and subtraction problems.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder and her assistant know the possible signs and symptoms of abuse and neglect. The childminder understands the procedures in the event of a concern about the welfare of a child in her care. She knows what to do in the event of an allegation made against her, adults she works with or a member of her family. She carries out daily checks of her premises to remove any potential hazards and to ensure that her home is a safe environment for children to play in. This has a positive impact on the children's safety and well-being.

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

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

- provide parents with more detailed information about their children's learning to enable them to continue their children's learning at home
- strengthen supervision and monitoring of assistants to help develop their teaching skills further so that they quickly adapt activities to continually extend children's learning and build on what children already know.

## Setting details

<b>Unique reference number</b>	EY544383
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10209053
<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 10
<b>Total number of places</b>	8
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	31 August 2021

## Information about this early years setting

The childminder registered in 2017 and lives in Rowley Regis, West Midlands. She operates from 8am to 5.30pm, all year around, except for bank holidays and family holidays. The childminder works with a co-childminder and two assistants. She holds an early years qualification at level 3. She receives funding to provide free early years education for three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Laycock

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the childminder and have taken that into account in their evaluation of the provider.
- The childminder and the inspector took part in a joint observation of children engaged in activities with the childminder's assistant. They discussed the quality of teaching and learning that they observed. The inspector observed the quality of the childminder's teaching and considered the impact on children's learning.
- The childminder spoke to the inspector as part of the learning walk about her intentions for children's learning.
- 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, including written feedback from parents provided by the childminder on the day of the inspection.
- The childminder provided the inspector with a sample of key documentation, including evidence of the suitability of those living or working with children 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022