

# Childminder report

---

Inspection date: 10 August 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	Not applicable

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

### **The provision is good**

Children are happy and settled in the childminder's care. The childminder is passionate about the job she does. She is very smiley and attentive to meeting the children's needs well. As a result, children have built strong bonds with the childminder. Children are secure in their surroundings and confidently choose the resources they want to play with.

Children enjoy daily opportunities to explore the garden for fresh air and exercise. They access a safe and secure trampoline, where the childminder joins in jumping and bouncing with the children. As a result, children develop good physical skills. Children with special educational needs and/or disabilities (SEND) are supported well by the childminder. She understands child development and raises concerns with parents about children's development to ensure that children's needs are met.

Children attend before and after school, and during the holiday periods. Children participate in a range of activities, including baking, dancing, games, musical toys, singing songs and watching movies. The childminder takes the children on regular outings to the local parks and community centre and visits to the supermarket. Children develop good communication as the childminder talks to them regularly during the day.

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

- The childminder provides activities the children enjoy exploring. Children are observed by the childminder to find out what they already know. She uses the children's interests to spontaneously create activities to suit their individual needs. The childminder is flexible with the daily routine. When children need to rest or need space to express their energy, the childminder caters to those needs. However, she has not fully organised the resources and equipment available to children. Therefore, at times, children are not fully engaged in their play and occasionally lose interest.
- The childminder maintained communication with parents and children during the pandemic. She demonstrates a good understanding of the impact of the COVID-19 pandemic. She identified that children lost their social skills and did not respond well during outings. As a result, she has worked with the children to gradually return to mini-outings, and this has greatly improved. The childminder has reviewed changes to keep children and families safe.
- The childminder knows the children well. She gathers useful information when children start at her setting. She can talk about what they can do and how she can support them to learn. The childminder uses visual aids to support communication and language. This helps children with SEND to make choices

and communicate their needs.

- Children are encouraged to wash their hands regularly, before meals, after using the toilet and when they arrive from school. Children are encouraged to eat healthy snacks provided by the childminder, and parents provide a packed lunch to eat at lunchtime. The childminder works with parents to promote healthy lunchboxes and reminds parents of healthy choices for their children.
- Children behave well. They show delight as they play and explore. Children sing, make vocal sounds and giggle to themselves during play. This shows that they feel safe and secure with the childminder. Children play in a safe and secure environment.
- Partnerships with parents are effective. Parents report that the childminder communicates daily and shares information about what children have done each day. Parents praise the childminder for her trustworthy and caring nature, and they feel comfortable knowing that their children are happy in her care.
- The childminder works in partnership with the local schools. She communicates regularly with school staff about children's well-being when she drops off and collects children.
- The childminder keeps her mandatory training up to date, such as first aid and safeguarding. She identifies her own training needs and undertakes training provided by the local authority and the childminding association.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding. She is aware of what to do if she is concerned about a child's welfare or if they are at risk of harm. Children are taught about health and safety, including online safety. Therefore, children are supervised appropriately during online activities. The childminder is confident in following safeguarding procedures. She can identify signs and symptoms of abuse, including female genital mutilation, radicalisation and extremist behaviour. The childminder has knowledge of the procedures to follow to raise a concern. She undertakes safeguarding training to keep her knowledge up to date.

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

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

- review the organisation of resources and equipment, to create purposeful and challenging experiences for children that promote their learning even more.

## Setting details

<b>Unique reference number</b>	2545377
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	10215528
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	4 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Rowley Regis, West Midlands. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Maryanne Hepburn-Bean

### 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 provider and has taken that into account in their evaluation of the provider.
- The childminder talked to the inspector about how she organises her provision and discussed her intentions for children's learning.
- The inspector viewed the areas of the home and garden that are used for childminding purposes.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector took account of the parents' views during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.

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